DOCUMENT RESUME

ED 181 698 EC 122 862

TITLE	Local Inservice Education and the Role of Institutions of Higher Education.
INSTITUTION	New Jersey State Dept. of Education, Trenton.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	21 May 79
GRANT	PR51-90029
NOTE	78p.; Project UPDATE: A Spring Conference (May 21, 1979); For related information, see HE 011 819.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Action Research; *College Role; Conceptual Schemes; Conference Reports; Consultants; *Faculty Development; *Handicapped Children; Higher Education; *Inservice Teacher Education; Institutional Role; Interinstitutional Cooperation; Models; *Postsecondary Education; Research Opportunities; Special Education Teachers; *Teacher Centers

ABSTRACT

The report presents the activities, results, and papers of a 1979 New Jersey State Department of Education "Project UPDATE" conference exploring the role of institutions of higher education in special education teacher inservice education. "Professional Development--An Overview" (J. Anastasio) discusses some general issues related to faculty development. "Inservice Education--Perspectives of a College Faculty Member" (G. Melnick) describes the author's experience in a collaborative inservice program, focusing on the role of the college consultant. "Inservice Education--Collaborative Action Research and Teacher Emancipation" (G. Pine) explores the benefits of research activity within the public schools. "Inservice--the Potential for Research" (J. Putnam) presents two examples of how inservice involvement leads to research and scholarly achievement. "Professional Development Center Network" (R. Stevenson) describes a model involving an institution of higher education in local inservice activities. "Supporting Inservice Through Teacher Education Centers" (R. Toothman) presents a strategy for financing university inservice involvement. "Collaboration in Inservice" (J. Weaver) discusses the major issues involved in collaborative working relationships. Conference group reaction summaries are also presented for each of the above topics. (DLS)

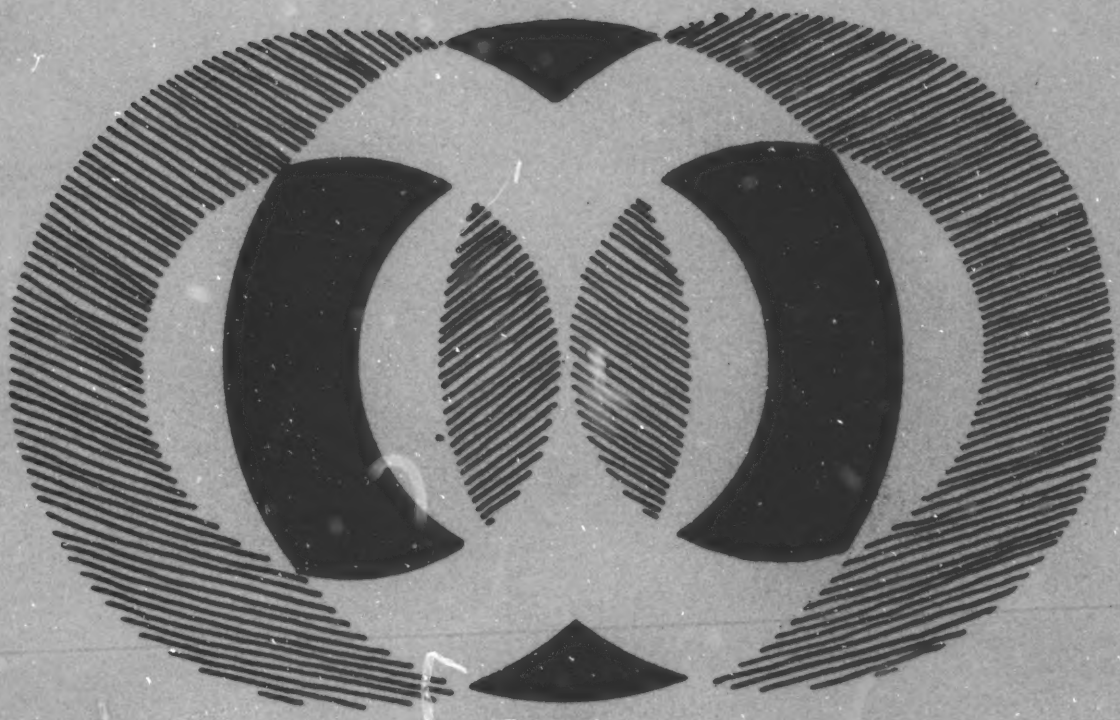
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Local Inservice Education and the Role of Institutions of Higher Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED181698



EC128262

PROJECT UPDATE

SPRING 1979 CONFERENCE

Branch of Special Education and Pupil Personnel Services
Division of School Programs
New Jersey State Department of Education

PROJECT UPDATE

A Spring Conference

May 21, 1979

Local Inservice Education and the Role
of Institutions of Higher Education

The New Jersey State Department of Education
PROJECT UPDATE
168 Bank Street
Hightstown, New Jersey 08520
609-448-0932

This compendium was developed pursuant to Special Education Personnel Preparation Grant PR51-90029 awarded by the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare to the New Jersey State Department of Education. The opinions expressed do not necessarily reflect the position or policy of the granting agency.

PREFACE

Project Update is a program of continuing professional development for faculty members in special education at institutions of higher learning in the State of New Jersey. The Project represents a cooperative effort between the member institutions of the Higher Education Council for Special Education and the State Department of Education. Project activities are funded through a grant awarded to the New Jersey Department of Education from the Bureau of the Education for the Handicapped, U.S. Office of Education. The intent of the Project is to enhance the quality of service provided to the handicapped by strengthening personnel preparation programs within the State's institutions of higher education.

As part of its continuing education efforts, the project sponsored two statewide conferences during the 1978-1979 academic year. The purpose of these conferences was to bring together persons involved with the education of handicapped children. Conference themes germinated from critical concerns facing institutions of higher learning. A conference in the fall of 1978 addressed the general issue of "The Role of the College/University in the Preparation of Educators: A Challenge for the 80's." A major concern evolving from the deliberations of that day was the theme addressed at the Spring Conference, "Local Inservice Education and the Role of Institutions of Higher Education." This compendium describes the activities and results of that conference.

The issues involved are complex. The task of reorganizing and rearranging priorities is not a simple matter. We hope that by recording and sharing the results of the conference deliberations, we are building a foundation upon which to meet the challenges of the future. We have deliberated. It remains for us to act on those deliberations.

TABLE OF CONTENTS

	PAGE
Preface	
Conference Agenda	4
Conference Participants	7
Keynote Addresses	11
Catherine Havrilesky, Assistant Commissioner, New Jersey Department of Education	12
James F. Collins, Director, National Council of States on Inservice Education	16
Session Presentations	22
Jon Anastasio, Professional Development: An Overview	23
Gerald Melnick, Inservice Education: Perspectives of A College Faculty Member	30
Gerald Pine, Inservice Education: Collaborative Action Research and Teacher Emancipation	35
Joyce Putnam, Inservice: The Potential for Research	44
Robert L. Stevenson, Professional Development Center Network	47
Rex Toothman, Supporting Inservice Through Teacher Education Centers	50
Janice Weaver, Collaboration in Inservice	57
Reactions Summaries from Small Group Sessions	60
(1) "Collaboration - Can It Work?"	61
(2) "Institutionalizing Inservice - The Funding Dilemma"	65
(3) "Faculty Development"	67
(4) "Inservice Education and Institutions of Higher Education - A Model for Involvement	70

(5) "Inservice - The Potential for Research" 72

Conference Evaluation 74

May 21, 1979

CONFERENCE AGENDA

THEME: Local Inservice Education and the Role of Institutions of Higher Education

GOAL OF THE CONFERENCE: Exploration of the Role of Institutions of Higher Education in Inservice Education.

OBJECTIVES:

1. Identification of local inservice needs.
2. Identification of potential inservice resources in institutions of higher education.
3. Awareness of potential benefits for collaborative inservice planning and programming.
4. Identification of avenues for facilitating and enhancing institutions of higher education in inservice activity.

AGENDA

8:30 - 8:45 Registration

9:00 - 10:45 Introductory Statement and Introduction of Speakers: William K. Friedel, Project Director.

"Inservice Education - The Needs in the Public Schools": Catherine Havrilesky, Assistant Commissioner of Education, Division of School Programs.

"Inservice and the Role of Institutions of Higher Education": James F. Collins, President, Association of Teacher Educators; Director, National Council of States on Inservice Education, Syracuse University.

10:45 - 11:00 Coffee and Movement to Small Groups

11:00 - 12:30 Small Group Sessions*

12:30 - 1:30 Buffet Luncheon - Theme Tables

1:30 - 3:00 Small Group Sessions*

3:00 - 3:30 Response and Discussion

*SMALL GROUP SESSIONS

1. Collaboration: Can It Work

   Presenter: Janice Weaver, Dean, Glassboro State College

Panel Members:

Betty Carpenter, Superintendent, Glen Rock Public Schools
James Collins, Keynote Speaker
Sherwood Wilson, Director, EIC-South

Moderator: William Friedel, State Department of Education

A panel discussion of the major issues involved in collaborative working relationships will follow. The constraints, the pitfalls and the potentials will be discussed. An opportunity for participant questioning of panel members will be provided.

2. Institutionalizing Inservice: The Funding Dilemma

Presenter: Rex Toothman, University of South Florida

Panel Members:

Linda Albert, President, New Jersey School Boards Association
Leo Klagholtz, Assistant Director for Academic Affairs, Department of Higher Education

Moderator: Bruce Waldman, Dean, School of Education, Jersey City State College

Rex Toothman will present a strategy for financing university inservice involvement. Reactions to the strategy and possible implications for New Jersey will be discussed. An opportunity for participant questioning of panel members will be provided.

3. Faculty Development

Presenters:

Gerald Melnick, Associate Professor, Bloomfield State College
Jon Anastasio, Faculty Development Specialist, Rutgers College

Panel Members:

Robert Kornberg, Assistant to the Superintendent, North Bergen Board of Education
Fayne Molloy, Masters Degree Candidate, Rutgers-Graduate School of Education

Moderator: Carol Paul, Master Planner, Department of Higher Education

A presentation of general issues related to faculty development will be discussed by Jon Anastasio. A description by Gerald Melnick of his experience in a collaborative LEA/IHE/SEA Inservice program will follow. A reaction from the perspective of the consumer, Robert Kornberg and Fayne Molloy, concludes the session. Audience reactions will be invited.

4. Inservice Education and Institutions of Higher Education -A Model for Involvement

Presenter: Robert Stevenson, Coordinator of Inservice, University of Western Kentucky

Reactors:

Donald Merachnick, Superintendent, Union County Regional High School District I
Frank Totten, President, New Jersey Education Association

Moderator: Leonard Albright, Assistant Professor, Rutgers-Graduate School of Education

Bob Stevenson will present a model that involves an institution of higher education in local inservice activities. The model involves a mid-size regional university and 21 rural local school districts who are working cooperatively to plan, deliver and evaluate staff development training for more than 2,500 teachers and administrators. The program combine state, university, and local funds for flexible inservice training and field-based research.

5. Inservice - The Potential for Research

Presenters: Gerald Pine, Assistant Professor, University of New Hampshire
Joyce Putnam, Assistant Professor, University of Michigan

Moderator: Patricia Brady, School Psychologist, State Department of Education

Two examples of how inservice involvement leads to "research and scholarly achievement" are presented. The benefits of research activity within the public schools is discussed. Questions from the audience will be invited.

CONFERENCE PARTICIPANTS

PRESENTERS:

John Anastasio, Faculty Development Specialist, Rutgers College
James F. Collins, President, Association of Teacher Educators; Director, National Council of States on Inservice Education, Syracuse University
Catherine Havrilesky, Assistant Commissioner, New Jersey Department of Education and Division of School Programs, Gerald Melnick, Associate Professor, Bloomfield State College
Gerald Pine, Professor, University of New Hampshire
Joyce Putnam, Assistant Professor, University of Michigan
Robert Stevenson, Coordinator of Inservice, University of Western Kentucky
Rex Toothman, Professor, University of South Florida
Janice F. Weaver, Dean, Professional Studies Division, Glassboro State College

PANEL MEMBERS:

Linda Albert, President, New Jersey School Boards Association
Betty Carpenter, Superintendent, Glen Rock Public Schools
Leo Klagholtz, Assistant Director for Academic Affairs, New Jersey Department of Higher Education
Robert Kornberg, Assistant to the Superintendent, North Bergen Board of Education
Fayne Malloy, Masters Degree Candidate in Special Education, Rutgers-Graduate School of Education
Donald Merachnick, Superintendent, Union County Regional High School, District I
Frank Totten, President, New Jersey Educational Association
Sherwood Wilson, Director, Educational Improvement Center - South

MODERATORS:

Leonard Albright, Assistant Professor, Department of Vocational and Technical Education, Rutgers-Graduate School of Education
Particia Brady, School Psychologist, Branch of Special Education and Pupil Personnel Services
Carol Paul, Master Planner, New Jersey Department of Higher Education
Bruce Waldman, Dean, School of Education, Jersey City State College

RECORDERS:

Bryna Berson, Associate Professor, Kean College of New Jersey
Rita Fass, Director of Learning Disabilities Program, Fairleigh Dickinson University
Marilyn Hart, Assistant Professor, Kean College of New Jersey
Myrna Merron, Assistant Professor, Seton Hall University
Rita Silverman, Assistant Professor, Rutgers College
Edward Watson, Coordinator, Trenton State College
Phyllis Weisberg, Chairperson, Trenton State College

PROJECT UPDATE STAFF:

William K. Friedel, Project Director
Barbara T. Nadler, Project Coordinator
Stephen J. Kiernan, Doctoral Intern

GUESTS BY AFFILIATION

Douglass College

Maryann Peins

Fairleigh-Dickinson University

Rita Fass

Glassboro State College

Linda Amme
Ted White

Jersey City State College

Anthony Del Tufo
Chelly Gutin
Catherine Hamalian
Ruth Pachtman
George Voller

Kean College of New Jersey

Bryna S. Berson
Harry Dubin
Selma Dubnick
Elaine Fisher
Kathryn Gasorek
Marilyn Hart
Ruth Ward

Monmouth College

Richard Kuntz

Montclair State College

Walter Duryea
Harold Scholl
George Westmoreland

New Jersey State Department of Education

Thomas Brown
Eleanor Engelbrecht
Ellen Maney
Geraldine Parham
Robert Shanberg
Paul B. Winkler

Rutgers College -

Rita Silverman

Rutgers - Graduate School of Applied and Professional Psychology

W. Donald Clark
Kenneth Schneider

Rutgers - Graduate School of Education -

William Bingham

Seton Hall University

John Callan
Myrna Merron
Myrna Wasserman

Trenton State College

Edward Watson
Phyllis Weisberg

Other Affiliations

Malcom Conway - EIC-Central
Howard Sunshine - EIC-South
Frances Zurav - Plainfield School District

KEYNOTE ADDRESSES

Catherine Havrilesky, Assistant Commissioner of Education, Division of School Programs, New Jersey State Department of Education

James F. Collins, President, Association of Teacher Educators; Director, National Council of States on Inservice Education

CATHERINE HAVRILESKY
(edited paper derived from taped presentation)

I am very pleased to be here to participate in the work of Project Update. While I was unable to attend the fall conference, I was able to enjoy a memorable dinner meeting with Dr. Seymour Sarason and the Project staff. The theme of today's conference focuses in on some of the concerns raised at the fall meeting. In my review of Dr. Sarason's talk, I feel that he gave us some direction, a part of which I would like to repeat here. He said, "We have been brought up to believe that there are two theories of learning, one for regular children and one for non-regular children. This is not justifiable and makes as much sense, as if you were to say that you need a special theory for the helium atom and a special theory for the oxygen atom. We wanted to believe that in fact we needed two psychologies, one to deal with regular children and one to deal with irregular children..." I find that statement especially helpful to remember when reflecting about just what inservice is, who should fund it, etc. Why do we not approach the inservice needs of teachers in a collaborative fashion? Why do we have special education people, vocational education people not working with and talking with other teachers? Why are college inservice programs designed to keep people separate as though there really were two psychologies???? Or three psychologies?

In reviewing the evaluation of the fall conference I noted that some people found the theme and goals too vague, although the conference itself was rated a success. I hope we have learned from that. I find that the goals of inservice are often too vague. I hope that your work today will sharpen those goals and that we can move forward to a day in the not too distant future when all professionals working in our public schools will have their own professional development plan and that each school will have a professional improvement plan based on the needs of those professionals. The quality of these plans depends on your work. Let's look at the mandates we have.

The call for effective staff development is supported in state and federal legislation and regulations. Chapter 212 (T&E), established in 1975, recognized its significance by requiring an annual local agency plan for professional development. T&E regulations state that "staff inservice programs developed in consultation with the chief school administrator and the teaching staff members shall be planned as needed to meet the priorities identified by the district or school." (6:8-4.4) The systematic planning methodology inherent in the T&E process is directly applicable to the development of the local plan for professional development. The responsibility for the state board priority of "professional excellence and renewal" has been assigned to my division within the Department. This responsibility entails defining and coordinating a plan for inservice implementation which strongly demonstrates participatory planning with those who have responsibility and interest in this area.

Perhaps the strongest legislative case for professional development currently is the Federal Law PL 94-142. It requires a very specific Comprehensive System for Personnel Development which is based upon the personnel need of the field. Special education personnel development plans must be submitted by all public agencies providing services to the handicapped to the Department of Education.

On an even broader federal scale, Title IV and V of PL 95-561 have just recently been revised to include the requirement that state agencies demonstrate coordination of comprehensive personnel planning that guarantees participatory planning.

As a response to these kinds of legislative pressures, the Department of Education held an inservice conference on January 5, 1979, to analyze the state of inservice education within New Jersey. The major concern voiced at the conference was related to the decision making process which takes place in our schools. Most participants felt that inservice efforts of the past have reflected planning decisions made without real involvement of those persons to receive inservice. This type of top-down decision making process was identified as the major reason for the apparent lack of success of past efforts. Most of the conference participants agreed that past performance on inservice would be significantly enhanced if there were expanded opportunities for educational staff to be involved in the planning process. Time after time, it was noted that internalization of new skills and knowledge is severely limited if the staff does not "buy into" the inservice. Ownership of this nature most often appears when people are fully and actively involved in all phases of the inservice experience.

Another major personnel development implication related to administrators will be that of encouraging communication among staff in order to enhance planning for problem resolution. The conference members expressed considerable concern about the readiness of administrators to be able to offer the kind of leadership needed to decentralize decision making with respect to inservice education. Both teachers and administrators have had limited practice in participating in a broad-based decision making process. They will need to obtain these skills in order to maximize the results of such an effort. Perhaps this is one area to which we might apply the considerable resources available at institutions of higher education.

Diminishing resources are easily seen within education. Inflation, when combined with public resistance to increased taxation, simply means that we are annually able to buy less and less service. With student enrollments decreasing and a budget cap system in place, the outlook for more resources is highly unlikely. Additionally, this diminishing phenomenon is accompanied by swelling demands for service. Perhaps the best example of this is PL 94-142. More planning, more individualization, more equitable service, more expertise, and more tangible results are increasingly demanded of educators. In an attempt to meet these demands, I feel that the major educational institutions of higher education, local education agencies and state departments of education will be forced to collaborate.

Another example of a disappearing resource is the beginning teacher. It is no secret that it is difficult to get a job as a teacher. Fewer and fewer new faces are seen each year within our school system. The flush of new blood each September, once common to many schools, has been drawn to a trickle. Consequently, the freshness of perspective, the closeness to active learning and research, and the spirit of the initiate can no longer be relied upon as a factor to assist the regeneration process within schools. Mobility, even within the system, has been significantly altered. There are fewer and fewer opportunities to leave the class for administration, college teaching, special services, movement to another school system, etc.

What is inservice education? Do colleges have anything to offer? First, let me say that I believe effective collaboration must be facilitated between all the involved institutions and local schools. There is a rapidly increasing need for communication, trust, cooperation and interpersonal skills at all levels of the educational system.

A recent article by Roy A. Edelfelt in the Journal of Teacher Education has helped me to ourline some suggestions for higher education regarding their potential role in inservice education. The university can no longer resist change on the basis of being the sole source of training. College courses often have limited relevance to inservice teacher education. College based programs are often undertaken as an end in themselves and are not related to the specific goal of improving teacher classroom performance. The delivery of effective inservice education heavily depends on the capacity of education agencies, colleges and universities and professional organizations to collaborate in this area. However, to do so will mean that institutions of higher education will have to make significant changes in its reward system. Inservice is seldom evaluated with any rigor and is often granted the least time, effort, and recognition with regard to promotions and salary granting increments. Research fares well because it is one of the university hallmarks of professional accomplishment and respectability. Unfortunately, too much of the research is inconsequential to classroom teachers. The relationship between research and actual practices is too remote. Service is another low prestige activity at the college level. It is hardly equitable in measures of faculty load and has become a major source of moonlighting and extra pay for higher education faculty.

Along with Edelfet, I feel that inservice is still largely ad-hoc in nature; there is no established pattern. We could be on the brink of a new era which has great potential for colleges and universities. Schools of education (and the rest of us as well) must explore new ways to use the academic specialists of the colleges as consultants, informants of new developments in their disciplines and as co-workers in building exciting and stimulating intellectual environments.

There is a great need for integration of research into the practical work lives of the teaching profession. The word "research" has, perhaps, a less than desirable connotation. Edelfelt would be satisfied with calling it a systematic approach to teaching. Teachers typically do not have enough time to be highly systematic. Until more time for teachers is available, schools of education can incorporate systematic approaches into their programs as part of inservice education. They can use graduate and research assistants and student teachers to assist teachers in solving problems the teachers want and need to solve. I also think that the New Jersey's educational planning process (T&E) for public schools has a relationship to the research potential available at colleges and universities. If we are ever to substantiate the significance of personnel development in the light of school improvement, it must be done in an atmosphere of planning, evaluation and research. I feel that the linkage between schools of education and public schools holds the potential for actualizing our own educational planning approach.

Another suggestion on which we agree relates to inservice education for college professors. Many college faculty members need to learn to work in

different ways in order to contribute to inservice education for school practitioners. This is not going to be an easy task to accomplish. Anyone who presumes to tell a college professor, an expert, what he ought to do is risking the wrath of the profession. However, the ultimate question is inescapable, Do schools of education presently have the kind of personnel who can adequately meet inservice education needs of the public school system. I feel the answer is no! As indicated in the Edelfelt article, Inservice education for college professors needs to deal with two categories: First, process-learning for new and more effective ways to work with teachers to promote learning; and secondly, substance in order to learn more about what might be used effectively as the content of inservice education.

In conclusion, I would like to ask several questions which you may consider in the deliberations of the day:

1. What role should colleges assume to assist in the task of reforming and redesigning school curriculum?

2. How can the research potential within institutions of higher education be applied to specific school problems and priorities?

3. How many tenured professors would test their teaching skills with students by taking a short-term residency in a school system?

4. To what degree can we expect professors to assist in implementing on-site, performance-based teacher training?

It is possible that collaborative, responsive, school-based inservice training can assure the university's long term survival. It is also possible that unless university staff start now to make necessary fundamental changes, they may lose the opportunity to make significant contributions to the education of practicing teachers. Inservice education can be of the most important roles in schools of education in the years immediately ahead. It is more important than ever to enhance the quality and the reach of inservice. We must substantially help practitioners become increasingly effective in serving our young people. I challenge you, and offer my assistance, to this end.

JAMES F. COLLINS
(edited paper derived from taped presentation)

I am happy to be here this morning. When Project Update called me four weeks ago, I accepted the invitation to participate with some hesitancy not because I thought the topic which you are considering or the relevance of what you are dealing with was in any way in question, quite the contrary. But it is a very very difficult topic to communicate. It's one wherein all the issues have been discussed and debated at great length. You probably have heard the solutions or the potential solutions but how to implement these solutions is the sixty-four thousand dollar question. It probably boils down to more of a communications issue than anything else.

This reminds me of the memo that went out from the school superintendent who said to his assistant superintendent the following: "Next Thursday at 10:30 a.m., Haley's Comet will appear over this area. This is an event which occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on the athletic field and explain this phenomenon. If it rains then cancel the day's observation and have the classes meet in the auditorium to see a film on the Comet." The assistant superintendent to the principals: "By order of the superintendent of schools, next Thursday at 10:30 Haley's Comet will appear over your athletic field. If it rains then cancel the day's classes and report to the auditorium with your teachers and students where they will be shown films--a phenomenal event which occurs every 75 years." Principals to teachers: "By order of the phenomenal superintendent of schools, at 10:30 next Thursday Haley's Comet will appear in the auditorium. In case it rains over the athletic field the superintendent will give another order, something that occurs about once every 75 years." Teachers to students: "Next Thursday at 10:30 the superintendent of schools will appear in our auditorium with Haley's Comet. This occurs about every 75 years. If it rains, the superintendent will cancel the comet and order all out to our phenomenal athletic field." Students to parents: "When it rains next Thursday at 10:30 over the athletic field, the phenomenal 75 year old superintendent of schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Haley and the Comets."

I am not sure how formal or informal to be here. I will probably modulate back and forth. I do not want to be like the professor that dreamed that he was giving a lecture and woke up--and he was. But I have been asked to speak to: (a) those pressures that are creating an emphasis for change in higher education's professional role, (b) more specifically, the potential benefits to higher education or teacher education faculties in being involved in inservice education, (c) what do higher education faculties have to offer to inservice in schools, and (d) what inservice trends are emerging the IHEs ought to be aware of in order to play a significant role.

Roy Edelfelt has said that inservice education is alive with interest but frought with problems. I am glad that you are taking some leadership in dealing proactively with some of these problems and that you are here this morning considering some of them.

Charles Kettering once said, "My interest is in the future because that is where I am going to spend the rest of my life." I think that applies to the way that I would like to approach our topic this morning. While I come to

the topic of faculty development and inservice education with a range of concerns that grow out of the past, I also look to the future with great hope and optimism. I think it is important that we consider the reality of change as it exercises its effect on us and our lives.

Have you ever stopped to consider that if we take the last 50,000 years--the total experience of what we know of that we call the history of mankind--and divide those into life spans of approximately 62 to 65 years, we will have about 800 life spans. At least 650 of these were spent in caves. Only in the last 70 life spans has it been possible for us to communicate learning and experience graphically from one generation to another. And, only in the last half dozen life spans have we been able to communicate via the printed page.

As you look at your watch, consider that it is only about four life spans that the average person been able to tell time accurately. Somewhere within the last two life spans, we had our first experience with the electric motor.

Ladies and gentlemen, the overwhelming majority of the things that we use daily, and in fact take for granted, are but one life span old. It is within that context that we consider the incredible task of training and retraining teachers and other educational personnel.

I think we must lay to rest the idea that change has always been with us. Sure it has. We have always been in a world of change. But it has not been with us as it is today. In the past, change came about with infinitesimally small amounts of impact and at a slow-moving pace. Change to impact on the lives of our great, great grandfathers and grandmothers or even our great grandfathers or grandmothers, took three and four, perhaps five life spans. But today in 15 years, tremendous change can occur. If we go to Europe, and look at the old cathedrals there, we realize that the builders of those cathedrals built them to last for eternity. If you look at the buildings that are going up today, whether here in New Jersey or wherever, you realize that they are not really planned to be around much beyond 75 or 80 years. There is a sense that in 75 or 80 years people will be rebuilding or redoing those buildings, because they have outlived their usefulness in their present form. And so we cannot help but be struck by the intransigence of the past and the impermanence of the present.

I am sure that to some of you that may be rather disconcerting. I do not ask that you accept it, I simply ask that you think about it in the context of your deliberations today. I think it is also necessary to say that probably in no time in our history have we had more competent professionals, better prepared, more dedicated professionals or better resources, even though these resources are tight. We probably never had in the histroy of mankind a better opportunity to affect good education than we have today. If we fail, I do not think it will be a failure of knowledge or skills or resources. I think it will be a failure of our own <u>will</u>. Our will to do what needs to be done with the urgency that is before us.

You might ask what does all of this mean. I think it means that here--today, as Bill and Catherine and others have said, we are at a very important crossroads in our lives. We have to make some important decisions. To say that there is an impetus for change in higher education is to assume perhaps

something that is not really true. I come from higher education. That is where I live and work. While I may sound at times critical of higher education, I do not intend to be. I am merely trying to open up issues that I think are important to be addressed as we attempt to move forward as a profession. My observation is that the impetus to cope and survive is stronger than the impetus to change. I do not think that is totally unique to institutions of higher education. I think that is characteristic of people and groups in general. If we are to talk about whatever impetus there is in higher education today for change, I think we have to realize two or three things.

One, over the past few years there has been a shift of power within education. In the past, the power was held by the universities which we have traditionally held in high esteem and in great repute. Over the last few years a shift has come, and the shift has moved power to the organized profession and to the state and federal departments of education. The power shift to the organized profession is obvious. There has been a well planned movement in that direction. We all know that. The shift of power to state agencies and to federal bureaucracies I think, is not quite so clear. But it is there. If you will look at the history of the last 20 years, you will find a growing dependency of our profession on legal authority. This growing dependence upon the courts naturally has given rise to a growing impetus and a growing power at the state level. Legally, education as you well know, is a state responsibility. State agencies which used to serve much more in a monitoring role, now have taken on much more of a leadership role; and rightfully so. Any time there is a power shift that naturally creates a vacuum. A vacuum can be worked with or succumbed to. I think with the opportunities before higher education today, which Catherine has said, are such that the time is right and where if we work with them and move with them and exercise a strong, positive leadership role (which we have the capacity to provide) we can enhance the profession and enhance the role of higher education.

This is not to say that schools, colleges, departments of education are no longer respected. I am not saying that at all. I am simply saying there have been some significant changes. If IHEs are going to retain the respect that they have had over the years, they must change with the times. They must continue to provide strong leadership during times when the value of teacher education is being questioned by taxpayers, being questioned by legislators, being questioned by our clients and by our graduates. Marty Haberman says the university cannot train teachers and gives some 23 reasons why they cannot.

The accountability movement throughout the country insists that we provide better education at a time when test scores seem to be decreasing and the cost of education is increasing. The cost-income squeeze, that Catherine referred to earlier, is a problem higher education institutions are not very well equipped to deal with. Institutions of higher education are not very diversified. They are highly dependent; even somewhat competitive. Efforts to merge or to consolidate functions between and among departments or colleges of education, or between campuses have not proven very fruitful. Collaborative relationships with schools seem to be the best opportunity for campus-based teacher educators to find a new role in inservice education to compensate for a shrinking preservice role.

The character of the profession is changing as well, which I think gives impetus to changes in higher education institutions. Five to eight years ago we had a very mobile profession-both upward mobile and outward mobile. The average tenure of a secondary teacher was about eight years, elementary was less than five years. Jobs were plentiful; opportunities almost unlimited. Teacher education programs were busy and numbers were high. Support dollars were high and there was a strong need for their trainees as they graduated. Today, however, there is a marked decrease in both upward and outward mobility. The average age of teachers is mid to upper forties, and because of the decline in the mobility of teachers, they probably will be in the profession another twenty or twenty-five years. The tremendous decline in jobs and opportunities, a comparable decline in people seeking entry into the profession, a shrinking of public support, including fiscal support both for teacher preparation programs and for education in general, increased accountability in the form of pressure by taxpayers, legislators and even clients, all make it imperative for us to take a new look at what we are doing and how we are doing it in higher education. With the decreased mobility, for the first time in our history, we have a steady state population wherein it really makes sense to build long range, systematic approaches to the continuing education of professionals. This has never really been true before. When teachers were coming and going and faculties were changing every five to ten years, about all we could really do was think of the "short haul." Our focus was one of providing orientation and training for beginning teachers for successful short term teaching careers, rather than as now, for the long-term commitment of the career professional. Inservice and continuing professional education now becomes the interest and the fad of the times. In fact, it is being insisted upon that we give more attention and expend more time and energy on the continuing education of professionals. Since we can anticipate that they are going to be there for a number of years, then that is a meaningful investment for the future. Colleges, schools, and departments of education feel a very definite shrinkage in preservice and see the growth of inservice as an opportunity to develop a significantly new role.

They are doing this with great, great difficulty. Why? First of all they are not well-equipped to handle this kind of responsibility. The reward system negates it; primarily as Catherine said, the rewards in higher education go to those who do research, who write and do scholarly activity. They are not, really, habituated to move in the direction of inservice. It has not been something they sought to do in the past and have not had a lot of experience in working in site-oriented instructional programs. There is a lot of insecurity connected with this. When one leaves the place where he or she has worked for a number of years, he or she leaves the security of one's own "turf" and moves out to an unsure and perhaps unknown world-it is not easy. When one is called upon to do things for and with people whom he or she does not know very well and is going to do things that he or she has not done before, it causes great anxiety. The role of the college professor has been to give generalized knowledge to diverse groups; things you can store up and use sometime in the future. When the professor goes out to the field and is expected to make site-specific decision and to provide help for specific needs, then the challenge is quite different and the job and the role is quite different. This calls for specific skills and specific competencies that will help the teachers do a better job on Monday, not next year, not some indefinite time in the future but now, and not generally, but specifically. That is a tremendous difference. The process is very time consuming. To go across

the hall to teach a class is quite different from driving several miles to a site-specific, field instructional center. Once you get there, the role is quite different. When one moves into a college classroom it is one thing; when he or she goes into a school, you have a different set of public relations to think about. Frequently, you have to find a room, locate the appropriate resources, and then deal with site-specific problems. It is much more time consuming. One finds that he or she is in counseling roles much more frequently as well. It is perceived to be a client's turf, not the professor's turf and that makes a lot of difference in terms of the aggressiveness and the affirmativeness of the students and the feelings of security on the part of the professor. This is not all bad. I do not mean to imply that--but it is quite a different world for professors. And obviously it is not as convenient. Those are some of the reasons why it is difficult for colleges to cope with this different direction.

But let us look at some of the potential benefits. First, pragmatically, and this is no secret, it in a sense provides IHEs with a new lease on life, new sources of FTEs, tuition, etc. Secondly, it is a new professional leadership role which continues the formal responsibility of IHEs beyond the baccalaureate, and beyond the preservice. I think that can be a challenging, exciting role for campus-based teacher educators. It gives unlimited opportunities for them to have a more vital role; to be more influential in the decisions that are essential to the practice of our profession. It is an opportunity to develop and practice their program development and curriculum development skills and to apply their knowledge in ways and formats that will have much greater impact on what goes on in the schools of America. Likewise it is an opportunity to do some basic, applied research; to test theories in practice, to test and validate products and to do all those things we can only talk about in the classrooms on campus. The total context is there--you have the students, you have the school curriculum, you have teachers, administrators, counselors, school psychologists, resource personnel, higher education personnel, etc. You have a perfect laboratory; the context is complete. It is an opportunity for professors to develop a repertoire of competencies to assist practicing professionals develop those specific skills they need on a day-to-day basis. If IHE personnel becomes active participants in this world, then I think it will provide them with tremendous natural resources for developing repertoires of site-specific practices and ready resources for the collection of data to test many of those theories and those practices we have advocated from afar. It is the opportunity to become a part of the professional decision-making team. I think that is important. At a time when professional decisions are being made more and more by professionals operating in the schools, if higher education is not a part of that, something gets lost. The expertise in higher education is too important to be wasted. If that expertise is lost, then the profession and the students suffer. If higher education wants to be a part of the action, then they have to be out there where the action is and to be a part of those teams. If we wait too long, then they will find ways of doing those things without higher education and the doors will be locked and opportunities lost.

Lastly, I think it is an opportunity to build the profession. I think of a strong profession as one that unites theory and practice. It brings together the campus and the off-campus, the professor and the teacher. It suggests that the schools and the colleges have an interest in not only just the preservice but also the continuing professional development of career

professionals. I think of a strong profession as being one wherein the schools have an essential role in the preservice preparation of future professionals and the universities have a continuing interest in and responsibility for the inservice education of practicing professionals. I dream of the day when we have a preservice, inservice continuum where we bring together both the college-based educators and the field-based educators and bring them together in such a way that we have a <u>united</u> profession, and a united opportunity to work together.

I really believe that we have the best educational system that the world has ever known. We have some of the best teaching going on that any country has ever known. We probably have some of the best training for teachers that this country has ever known. I am not being critical of what we have accomplished, I am suggesting that what we have may not be good enough. If we are going to be making some changes and I understand that's why you are here, let's look at not only how we can become better, but the best. I compliment you that you are here today to look at inservice education together. I think that's the single most important thing you can do. Once together, even though you will have problems and even though sometimes as you begin these things, you run into long debates, remember on the flip side of these problems are opportunities.

In summary, change is with us and we have to deal with it openly. We need to be proactive, yet creative. We have to look down the road to those long range goals as well as giving attention to the short range concerns. Helen Keller said, "Life is a daring adventure or it is nothing at all." I do not think you ought to settle for just short range, temporary kinds of solutions. This group does not have a reputation of being faint of heart. The problems you are dealing with are crucial. They can be solved but we must not allow ourselves to get into the situation of the man who got a new boomerang and spent the rest of his life trying to throw away the old one.

SESSION PRESENTATIONS

- Jon Anastasio, Assistant Professor, Rutgers College
- Gerald Melnick, Associate Professor, Bloomfield College
- Gerald Pine, Professor, University of New Hampshire
- Joyce Putnam, Assistant Professor, Michigan State University
- Robert L. Stevenson, Inservice Coordinator, University of Western Kentucky
- Rex Toothman, Professor, University of South Florida
- Janice Weaver, Dean, Glassboro State College

PROFESSIONAL DEVELOPMENT: AN OVERVIEW

Jon M. Anastasio

Professional Development in higher education has grown in the last 15 years due to a number of conditions and constraints. Reduction in resources and a restrictive job market have reduced faculty mobility, once an important source of institutional revitalization. Resource reduction has also affected the programmatic offerings of colleges and universities. These conditions have created the need to strive for improved effectiveness and wider impact for existing services and programs.

Educational research has demonstrated that the long-held belief that a faculty member's subject matter expertise implies his or her ability to teach effectively is inaccurate. Definable and observable skills of teaching have been identified, and characteristics of effective teachers categorized and studied (Wilkerson, 1977; Hildebrand, 1971). Findings suggest that college teachers should receive pedagogical training prior to entering the classroom. Faculty currently teaching in colleges and universities may seek to improve a range of skills and competencies through an inservice development framework.

The awareness of a range of important teaching skills and instructional strategies combined with the growing expectation that faculty be accountable for the education they provide have created the need for professional development activities to help faculty explore and operationalize theories of teaching and learning, and to gain or improve classroom teaching skills. Professional development activities have been implemented to assist faculty in their continuing professional education. Just as faculty attend conferences, subscribe to professional journals, and participate in formal and informal collegial interactions to improve their subject matter competence, so should opportunities be provided to help faculty learn specific strategies for improving their in-class teaching performance.

Three general categories of professional development programs and services have been advanced by Gaff (1975) and by Bergquist and Phillips (1977): faculty development, instructional development, and organizational development. These categories define approaches and services for educational renewal, and identify specific foci according to the client group and level of intervention. The general approaches and characteristic services provided by each type of program are described below.

Professional Development Services

A number of services have been developed within each professional development category. These services represent diverse perspectives regarding the aspects of the instructional process considered by the improvement staff to be the most susceptible to change, and/or appropriate to consultative intervention. These services are typically offered based on the expertise of the program's staff and the needs of the client group.

Faculty Development

Faculty development programs and activities serve the individual faculty member through activities designed to provide information about teaching and learning, training in skill acquisition and improvement, and monitoring the success of instructional strategies. In addition, some programs provide services to facilitate the faculty members' affective growth through career counseling, life-planning workshops, and exercises and training for values and attitude clarification.

Knowledge building activities often take the form of workshops on teaching-related issues. Newletters are used to disseminate information on innovative instructional techniques and to "advertise" the program's activities. Some programs compile a lending library of books and materials related to instruction and teaching improvement.

Training services are perhaps the most widely known of faculty development activities. These services typically include the diagnosis of teaching strengths and areas needing improvement, identification of priorities for improvement work, the design and planning of change strategies, and the evaluation of their success. In most cases, a teaching consultant works with an individual faculty member during such a process. Training activities include clinical supervision, the teaching improvement process developed at the Clinic to Improve University Training (Clinic to Improve University Teaching, 1978), and microteaching (Allen and Ryan, 1969). In addition, self-instructional protocols for teaching analysis and improvement have been successfully utilized by faculty wishing to determine or improve their teaching strengths and areas needing improvement (Anastasio, 1978; McCarthy, 1978). The teaching skills and behaviors that form the focus of such activities have been drawn from educational research and the experience of teaching consultants. Diagnostic instruments have been developed to measure the skills that have been identified by the program. A wide range of instruments is available for the observation and analysis of teaching performance, as well as for student rating of instruction. The latter are generally used as sources of information toward the identification of areas for improvement work, rather than as summative evaluations.

Instructional Development

The focus of instructional development is the improvement of student learning, unlike faculty development which places primary emphasis on the improvement of teaching behavior. Services and activities in this category are directed toward improving and developing resources and experiences for learning. Instructional development programs may include media centers, at which materials are produced and faculty may be trained in the use of hardware and in materials development.

Instructional development programs often provide consultative assistance to faculty in the areas of course design and curriculum development. Processes for instructional design described by Davis, Alendander and Yelon (1974) and by Diamond, Eickman, Kelley, Holloway, Vickery, and Pascarella (1975) are illustrative of this type of service. These processes guide the faculty member through the four stages of establishing clear and measureable goals and objectives, designing learning experiences specifically to enable and administrators to function more effectively as members of organizations.

Gaff (1975) emphasizes that although "these approaches are conceptually distinct, . . . the extent of conceptual purity" should not be overestimated--"the distrinctions are useful for understanding a wide range of activities that are carried on in the name of instructional improvement" (pp. 10-11). Bergquist and Phillips (1977) have noted that, although client groups are specific, faculty, instructional, and organizational development services may have generalized impact across the instructional system. For example, "informing faculty" of instructional options is identified by Gaff as an instructional development activity. Yet, this service may also be performed by a faculty development program. In addition, instructional development activities such as course or materials redesign may have impact on the individual faculty member's in-class teaching behavior, which may also affect the organizational dynamics in the department. Based on the generalized impact of services for porfessional development, Bergquist and Phillips have offered a categorization of activities that indicates the nature and direction of expected change. These categories define activities as affection "Structure, Process, and Attitude" (p.9), and distinguish the level of service by specifying their expected impact. The implication for instructional improvement programs is that their services of assisting faculty to clarify attitudes, values, and beliefs will affect structure and organization; that efforts to acquire and improve teaching skills may well change attitudes regarding student and teacher styles; and that examining the ways in which the individual faculty member functions in group settings will have impact on his or her classroom activities as that knowledge and training affects teacher-student as well as colleaguial relationships.

Factors Affecting the Success of Professional Development Programs.

Many of the large professional development programs have served as research and development centers in the early 1970's, as well as providing development services to their home campuses. These programs provided to the field of instructional improvement a number of processes and approaches to educational change. Much work in instructional development has been and continues to be accomplished at the Center for Instructional Development at Syracuse University. The Clinic to Improve University Teaching at the University of Massachusetts at Amherst developed a comprehensive teaching improvement process which focuses on the faculty member's use of 20 specific teaching skills and behaviors. This process is currently in use at many U.S. colleges and universities. The Institute for Research and Training in Higher Education (IRTHE) at the University of Cincinnati provided approaches and strategies for organizational development in higher education. The focus of most current programs, however, is direct service to the college community rather than concentrated development of new approaches. Research efforts may be measured and studied to determine the extent to which they facilitate the desired change. The measurement of the success of services provided by professional development programs is somewhat more complex. The responsibility for the effectiveness of a professional development program is shared among the program, the faculty for whom the program exists, and the institution in which the program and faculty function.

The Improvement Program. The staff of a faculty development program must pay careful attention to a number of factors in order to achieve the desired level of impact and service. The areas in which faculty most need instructional assistance (whether individual teaching performance, course designing, materials development, or others) must be determined. This may be accomplished through a formal needs assessment, through faculty interviews, or by other methods of institutional study. Once areas of need are identified, the staff must inventory their own skills and obtain further training or assistamce to provide the needed service. The author suggests that if the problems of greatest concern to the faculty are not addressed by the program, the program will not be seen as an important resource for instructional improvement.

Service delivery should be accomplished so that faculty are aware of the existence of the program, the services available, and how to obtain consultative assistance. Publicizing the existence of the program through sponsoring campus-wide instructional workshops, a newsletter, or direct mailing to faculty are possible approaches. Once faculty are aware of the program, the staff must make clear the potential benefits of participation. The program staff should continually monitor faculty satisfaction with their services, and assess their effectiveness whenever possible.

Finally, the staff of the program must acknowledge that they are cast in an instructional role. As the providers of an important component of faculty members' continuing education, they must attend to the same preferred learning and operational style diversity as faculty should in their classes. Different individuals will approach learning and skill training in different ways, and may require alternative learning experiences. The program must set an example in offering options to meet the needs of individual learners.

The Faculty Member. In a recent survey of the American professoriate, Ladd and Lipsett (1976) found that 74% of faculty surveyed felt that teaching should be "the main criterion in promotion" (p.19). Professional development programs will succeed in facilitating the improvement of instruction only if they are utilized. If Ladd and Lipsett have determined that faculty consider teaching their "primary professional responsibility" (Gaff, 1975, p.4), faculty may recognize that the purpose of professional development programs is to assist them in fulfilling that responsibility more effectively, through a process of continuing professional education.

Once involved in development activities, the responsibility for change rests with the faculty member. No individual can change another's behavior. Most teaching consultants attempt to allow the client to arrive at his or her own solutions and work to facilitate that process. In most cases, evaluation of teaching performance and instructional improvement are accomplished by separate agencies. Data collected for the purpose of improvement typically remain confidential, particularly in programs where faculty participation is voluntary.

The faculty member's responsibility, then, is to assess his or her own requirements for continuing professional development in the areas of teaching, to investigate his or her role in educational improvement and the options available for improvement, and to seriously participate in the activities he or she has chosen.

The Institution. Most institutions indicate that teaching performance is a major criterion in hiring, promotion, and tenure decisions. When institutions support professional development programs they are stating a further commitment to excellent teaching, through the provision of resources and opportunities for faculty to improve their teaching performance.

Evaluation of teaching is accomplished at most colleges and universities, usually through student ratings of instruction. These data are frequently used in personnel decisions. The faculty member whose rating indicate deficiencies in teaching performance must try to determine the causes of those ratings, and must work without support or assistance to improve unless a professional development program exists on his or her campus. The presence of a development program at the institution provides the opportunity for that faculty member to seek consultative assistance to change his or her behavior in the areas identified as needing improvement.

Effective evaluation and feedback require that an individual be given the opportunity to remedy deficiencies that may be discovered. It should be noted that professional development programs do not exist to provide remediation for perceived deficiencies that may be discovered. It should be noted that professional development programs do not exist to provide remediation for perceived deficiencies in teaching performance. Rather, faculty should be encouraged to investigate the developmental aspects of the program, regardless of the reason for that encouragement. Where problems in an individual's teaching performance are discovered, the improvement program represents institutional support for that faculty member, and an opportunity for his or her growth. Specific areas of concern to the individual client are discussed during the consultation process, but the source of the determination of problem areas need not be disclosed.

In summary, the institution may demonstrate materially its verbal commitment to effective teaching through the provision of resources and support for professional development. Further, the institution can make evaluation of teaching a developmental activity through the active support of faculty efforts to improve the quality of teaching performance.

The Potential for Outreach: One Perspective

A major contribution that professional development programs may offer other groups and institutions in training is the use of processes for skill development, instructional development, and organizational intervention. Professional development in higher education has focused on the inservice training of faculty through the services mentioned previously. A goal of many programs is to help faculty build self-development skills with which to continually monitor and improve their own performance. A similar service may be provided to institutions outside the university, through training key individuals in the use of process and protocols for professional development.

There is a great deal of transfer in teaching skills across instructional levels. Many of the skills used to form the focus of improvement processes for college faculty have been identified through research at the primary and secondary levels. Processes such as microteaching, the Clinic Teaching Improvement Process (1978), and clinical supervision have been utilized at all instructional levels, and may be modified to examine individuals' use of a

wide range of competencies. The basic stages of assessment, identification of strengths and weaknesses, implementation of change strategies, and evaluation of improvement activities may be applied to the examination of many different kinds of skills. For example, microteaching, which began as a pre-service teacher training procedure, has been used for higher education faculty development, counselor training, sales training, and nursing education. Each application required the identification of critical skills for training, and the implementation of practice and feedback cycles. Professional development programs in colleges and universities may assist the staff development efforts of a school system through assisting in the identification of critical skills and the provision of process training. In this manner, the system can determine its own professional development goals and modify and implement appropriate procedures as desired. Processes that are directly applicable may be implemented in their current forms.

Such a procedure must be as carefully planned as the provision of instruction to students, as inservice professional development activities constitute the faculty members' continuing professional education.

REFERENCES

Allen, D. and Ryan, K. (1969) Microteaching. Addison-Wesley, Reading, MA

Anastasio, J. (1978) "Faculty Perceptions of a Self-Instructional Teaching Analysis Program" Unpublished doctoral dissertation, University of Massachusetts, Amherst, MA

Bergquist, W. and Phillips, S. (1977) A Handbook for Faculty Development, Volume Two. Council for the Advancement of Small Colleges, Washington, D.C.

Clinic to Improve University Teaching (1978) The Clinic's Teaching Improvement Process: Some Working Materials, University of Massachusetts, Amherst, MA (Eric, 1978 - ED 150909)

Davis, R., Alexander, L., and Yelon, S. (1974) Learning System Design: An Approach to the Improvement of Instruction. McGraw-Hill, New York

Dimond, R., Eichman, P., Kelley, E., Holloway, R., Vickery, T., and Pascarella, E. (1875) Instructional Development for Individualized Learning in Higher Education. Educational Technology Publications, Englewood Cliffs, N.J.

Gaff, J. (1975) Toward Faculty Renewal. Jossey-Bass, San Francisco

Hildebrand, M. (1973) "The Character and Skills of the Effective Professor". Journal of Higher Educa n, 44, 1973: 41-45

Ladd, E.C., Jr., and Lippsett, S., (1976) "What Do Professors Like Best About Their Jobs? Surprise: It Isn't Research". Chronicle of Higher Education 12 (March 29, 1976): 10

McCarthy, D., (1978) "A Method for Developing the Teaching Skills of Post-Teachers", Unpublished doctoral dissertation, University of Massachusetts, Amherst, MA

Wilkerson, L., (1978) "The Teaching Skills Approach to the Analysis and Improvement of Teaching". In Clinic to Improve University Teaching (1978) Working Definitions of Some Technical Skills of Teaching, University of Massachusetts, Amherst, MA (ERIC, 1978 - ED 150910)

INSERVICE EDUCATION: PERSPECTIVES OF A COLLEGE FACULTY MEMBER

Gerald Melnick

The purpose of the present paper is to describe the differences between the usual role which faculty are called upon to play at the college, and the role of the college consultant working with fellow professionals. I will then suggest some models that I have found useful. At the college, our faculty status places us in the role of expert and evaluator regardless of whether we teach graduate or undergraduate courses in the classroom, field supervision, or independent studies situations. The goals for the students are related to their becoming more like ourselves in terms of knowledge and experience. At the very least the student is expected to evolve into who the faculty supervisor would become in a similar situation. To the degreee that the student achieves this, he is given his grade. In most instances, the movement of the students towards some form of homogeneity with the instructor is a sufficient and worthwhile goal.

The reciprocal role of learner projects to the role recipient the position of one who is in some sense incomplete, and desires to be more like the instructor. At least some of the difficulties that we experience with students may be traceable to their unwillingness or lack of desire to become like a faculty member with whom they do not particularly identify. Hence we are more successful with students who begin our classes more like ourselves. When dealing with other professionals, the reciprocal role of learner involves an infantilization, or regression back to the role of the one who attempts to become more like the instructor. In these reciprocal role relations the risks lie with the students who must acknowledge their incompl teness and need for change. The faculty are in a relatively secure position as evaluator and the one who "knows what is best." The ego of the faculty is boosted as an adult among adults, while the risking behavior is taken by the learner.

It is not surprising that we encounter a great deal of resistance when we leave the college, where the reciprocal roles of faculty and learner are part of the social contract, and enter relations with other professionals -- often at the behest of some administrative authority rather than themselves. We frequently complain about the unwillingness of these professionals to learn. How much of this unwillingness is a result of our attempting to sit tight in our usual faculty role as expert, our "institutionally given right," and attempting to place others in a regressive learner role? I believe that much of the resistance we encounter comes from this source, and that at least in part, the success of shifting ownership of solutions to the participants lies in breaking up the regressive effects of the faculty to learner role reciprocity. Behavior that we frequently label negativistic and close-minded may very well be an attempt to defend against the attempt to place these professionals in a role of "non-expert" and learner that denigrates and belittles their expertise and saps their reliance on their own inner resources. The participants must then draw a line of defense to protect their own profession esteem. Depending upon the individual and the perceived power of the trainer, the participant will select an active defense such as competition, or a passive defense such as dependency. Both of these defenses are antagonistic to inservice consultation. The active defense is an attempt to prove that you are no better than I, and the passive defense states that I

will follow your advice until you fail thereby proving that you are no better than I. In order to break through the antagonism that frequently exists between inservice trainer/consultants and their professional audience, it is necessary to discard the faculty role and assume new relationships with the professional audience. In order to make this shift we must be willing to share control and suffer the corresponding loss of control and raised anxiety that come with exploring problems with equals.

My own consultant experience in the New Jersey Mainstreaming Inservice Project illustrates the seductiveness and failure of the transference of a faculty role to working with other professionals. A College Consultant in the Mainstreaming Inservice Project (MISP) works with ten school districts, each represented by an inservice coordinator responsible for organizing inservice related to the implementation of PL 94-142 in their districts. The Consultants and the Inservice Coordinators meet monthly throughout the school year as a group. Individual meetings are arranged as needed, and each school district is visited by the Consultant twice during the year. The purpose of the project is to develop knowledgeable inservice personnel in the districts and to help provide relevant inservice activities in regard to mainstreaming handicapped students. The Inservice Coordinators represent various disciplines within the districts; i.e. social workers, psychologists, learning disability specialists, resource room teachers, special education teachers, and regular classroom teachers. The groups are thus academically diverse and the degree status ranges from BA's to Ph.D.'s. There are five such groups in the MISP, each with their own Consultant.

The Consultants are drawn from the faculty of State and private colleges in New Jersey. The selected faculty are given release time and paid for additional consulting days. The commitment to the project is 50 days for the academic year. These College Consultants are charged with training the inservice coordinators, and aiding the coordinators in overcoming difficulties and creating inservice activities in their respective districts. Discovering how best to accomplish these goals was part of the charge of the project. The various roles a College Consultant could play were outlined. Among these were the roles of: linker (connecting people to resources), trainer (providing instruction in skills related to inservice, planning and evaluation), problem-solver (providing help resolving organizational and conflictual problems), expert (providing information in area of specialization), catalyst (assuming responsibility for each district demonstrating progress towards project goals) and group facilitator (assuming responsibility for the productivity of the monthly meetings).

Initial needs assessments indicated that various levels within the project had differing perceived needs. The central project staff stressed long range planning and evaluation skills as a high priority; inservice coordinators stressed attitude change, knowledge of the law, and inservice and child oriented resources as priorities; and teachers stressed child oriented resources and techniques. It seemed as though there was a lot of teaching to be done.

For myself, I believed that my Piagetian approach to teaching would be ideal for the situation, and that I would be able to make the transition to consulting with a minimum of disruption to my usual teaching style.

Essentially, people learn through their own activity. It would be my job to prioritize the needs, decide on the appropriate material and experiences to present, developmentally sequence the activities, and orchestrate the presentation of questions and problems to draw the Coordinators into appropriate states of disequilibrium. The disequilibrium could now be resolved through the presentation of information and the activity of the group.

Translating this student oriented model to working with fellow professionals proved inadequate, and led to professional rivalries that interfered with the functioning of the group. The Piagetian model called for the goals to be my goals. Even when I included the goals of the group, the priorities were set by me and the sequencing was my sequencing. In setting the tasks, I controlled the anxiety level and disequilibrium created by the task. The evaluation of group productivity was mine. In assuming control I took the role of the "bigger, better, more real expert who knows best about what is best for you", a role which leaves the participants with the recipriocal debilitating role of the "non-expert".

On my part, the faculty role was difficult to discard. Control over the goals, tasks and sequencing helped to insulate me from much of the anxiety of entering a new arena. The faculty model which had served me in good stead within the confines of the College proved to be a crutch which was counter productive as a model for dealing with fellow professionals.

After two years of experience as a College Consultant, wrestling with my own role, and observing the successes and failures of myself and others, let me attempt to summarize some of the productive and non-productive approaches for a College Consultant.

The Father Model

There are two general "expert" models which I have played and watched other people play. The role of the "Father" is the model in which I know what is best for you. I decide on your needs, what your goals should be, on the sequencing of the activities, and on what sort of evaluation process will be employed. To the best of my ability, I also control and manipulate the anxiety. The difficulty with this model is that it arouses antagonism, and the participants frequently do not experience the needs that I have identified, cannot use the solutions that they receive, and do not believe in the solutions. Inservice may go on, but the model will not produce a great deal of success outside of my own highly refined evaluation.

The Savior Model

The role of the "Savior" is a model in which you tell me what you want, and I'll give you everything. You decide, and I will get it for you. In this model we are meeting the perceived needs of the participants, but at the price of infantilizing them, and failing to develop their own inner resources. Ultimately the participants become antagonized because they are in the weaker position. Both models fail to respect the professionalism of the participants. The Father model fails to respect their judgment and integrity, and the Savior model fails to respect their strengths.

The Negotiated Model

The job of the College Consultant is to put people in touch, not with my strengths, but with their own strengths. The appropriate model is best described as the "Negotiated" model and is based upon shared control (as opposed to the Father model), and shared responsibility (as opposed to the Savior model). The steps involve mutual needs assessments in which the consultant and the participants evaluate the inservice needs from their perspectives. The goals, solutions, and activity sequences are then negotiated between the parties. The identified needs and solutions grow out of the coordination of the various perspectives and are derived from a mutuality of respect for each other's perspective and professionalism. The responsibility for implementing the solutions is shared between the consultant and the participants.

For example, the participants may indicate that attitude change and classroom materials resources are the areas of greatest need within their school districts. The consultant might identify attitude change, and evaluation and planning techniques as the major needs. The negotiation would then center upon ordering the priorities and determining the sequence in which the areas will be covered. The use of additional resource personnel would be suggested by all parties, and several people may share responsibility for providing the necessary activities for the group. Each participant makes plans as to whether and how to use the material presented, and checks the plans, and problems that arise with the other participants--sometimes, but not always, including the consultant. The responsibility for the evaluation is shared with each side carrying out an evaluation appropriate to their particular needs.

The Individual and Group Consultation Models

Each of the above models can be carried out on an individual or a group basis. My preference here is for the group model. The individual consultation model can be dangerous from the point of view of slipping into the Savior role in meeting urgent problems. The participant then learns to rely upon the consultant rather than their own resources. The pull to provide solutions for someone facing a problem can be enormous. Also the status of the consultant -- in any role -- tends to create inequality in power with the praticipant.

In the Group Consultation model the consultant focuses upon developing the strength of the group as a resource while the group focuses on meeting the identified needs. Ultimately the members of the group learn to rely upon themselves and each other to provide expertise and resolve problems in implementation. The power of the consultant in this model is balanced by the power of the group, and dependent behaviors can be turned back into the group for resolution. The debilitating effects of high anxiety in facing new and complex challenges can be reduced through effective use of sharing in the group, rather than their creating an intensified dependency on the consultant.

We can see that the consulting role brings with it particular needs for new skills and the risk associated with the loss of control over anxiety production. The skills necessary for working with fellow professionals differ considerably from the pedantic skills that are needed in the classroom, and

call for a difficult and risky transition. The consultant must help other people to capitalize on their strengths, and reduce anxiety to workable levels; and must have the ability to listen rather than talk; the ability to tolerate anxiety that accompanies the loss of control; and the ability to admit that often the people you consult with may know more in a given area than you do. It means surrendering the expert role despite pressure to assume it, and operate on the basis of negotiated agreements with fellow professionals.

INSERVICE EDUCATION:

COLLABORATIVE ACTION RESEARCH AND TEACHER EMANCIPATION

Gerald J. Pine

Fifty years ago educational researchers and teachers collaborated at all levels of the research enterprise. Many of the educational researchers, during the 1920's and 1930's, were classroom teachers and/or school administrators (Chall, 1975). Studies in that progressive era were conducted on practical concerns of the teachers and the schools. The collaboration between researchers and practitioners went even further with joint authorship of journal articles, research monographs, and books. Furthermore, they were meant to be and were read not by researchers alone but by practicing classroom teachers. Goodlan and his associates in their book, Behind the Classroom Door (1970), suggest that innovations in schools do not generally come about from the usual kind of dissemination of research findings but come only when teachers and administrators seek to find solutions to their own problems. They recommend that research and development should start in a school with the teachers and administrators in that school and not with the university based educational researcher.

Patricia Graham (1979), the director of the National Institute of Education, indicates that one of the critical problems which has contributed to the low esteem of educational research is in the selection of significant topics for study. She cites two reasons for this condition: "focusing attention on the societal outcomes of schooling has diverted attention from more basic issues in education, and our search for disciplinary rigor has led us to limit our choices of problems to those suited to our research strategies and methodologies." The NEA (1979) adds a third reason - i.e. topics are traditionally identified by members of the research establishment and not by classroom teachers who work with students every day and see firsthand what interferes with teaching and learning.

The successful adaption and generation of research hinges on the fundamental principle that those people to be most affected by change and innovation must participate with full parity in all the decisions which will affect their transformation. The full implementation of this principle signals a call for the renewal of action research as a collaborative process and the recognition of action research as a valuable mode of inservice education.

Action research is staff development. The process of adapting research and conducting school problem centered research constitute effective and meaningful inservice education. Inservice education needs to be reconceptualized to recognize that in addition to credit courses, workshops, instructional modules, and professional conferences, important learning and growth occurs when teachers adapt research and carry our research to solve problems that concern them. We have not been successful in implementing research in our schools because by and large research findings have been generated by university or foundation based researchers who have no real connection with the daily life of the schools. The problem of getting teachers involved in research adaption and generation can be addressed if we adopt the model of collaborative action research as a form of inservice education.

Traditional research has been a technological process responsive to the catalytic action of educational researchers who keep the locus of decisions outside the school and away from teachers. This approach prevents the school as a learning community and the teachers in the school from becoming the subject of their own transformation. Freire (1973) insists that methodological failings can always be traced to ideological errors. Behind the practice of traditional experimental research in education is an implicit ideology of paternalism, social control, and non-reciprocity between experts and "helpees." (In the traditional research study one finds "subjects" - interesting language which suggests that someone must be the "ruler" or the manipulator). If one is to adopt the collaborative action research model which fosters dialogue and reciprocity, one must first be ideologically committed to equality, to the abolition of privilege, and to non-elitist forms of research leadership wherein special qualifications may be exercised but are not perpetuated.

Collaborative action research focuses on the involvement of those who are traditionally "researched" in the identification of problems, the formulation and collection of data, the interpretation of information, and the application of findings to solving problems. Collaborative action research answers the question of who has the right to create knowledge by arguing that the expected beneficiaries of research should design and carry out their own research. There are three assumptions underlying this approach: 1) parity in decision making among researchers, trainers/developers, and practitioners; 2) respect for the unique perspective of each constituency; and 3) equal assumption of responsibility among each participant in the collaborative research and theory development process (Mergendoller, 1979).

A collaborative research process can be of immediate and direct benefit to a school and its constituents. It is important that community gain not only from the <u>results</u> of research, but from the <u>process</u> itself. This means, for example, that teachers, students, and members of the community --- as a result of participating in the research process will be more able to articulate problems themselves and to initiate processes to find solutions. The fundamental principle of collaborative participatory research and its point of most radical departure from orthodox research is that the research process is based on a system of discussion, investigation, and analysis in which the researched are as much a part of the process as the researcher. Theories are neither developed beforehand to be tested nor drawn by the researcher from his or her involvement with reality. Reality is described by the process through which a school, a community, and its teachers, parents, and children develop their own theories and solutions about themselves and their situation (Hall, 1977).

Knowledge is power. A research process which allows for teachers to function as researchers and develops increased capacities of analysis makes new educational change actions possible, develops critical consciousness and helps teachers become more powerful.

<u>The school is the best laboratory for research</u>. In one school building there probably are more real researchable problems deserving the support and attention of funding agencies than we can imagine. Jackson (1968) says that the classroom teacher typically engages in as many as 1,000 interpersonal exchanges during the course of a six-hour day, frequently averaging 200-300

interpersonal transactions per hour. This observation in itself testifies to the complexity and immediacy of the daily situation in which every teacher is forced to make decisions. A single school is a research goldmine in terms of important questions, variety and richness of data, and numbers of potential researchers. Through inservice education, teachers can develop the skills, attitudes, and confidence to function as researchers. One way to encourage teachers to carry out research on their own problems is to support released time so that teachers can reflect on what they do and what they want to do. Another way to encourage teacher research is to publish teachers' work. (Phi Delta Kappa has begun to do this with its publication, Practical Applications of Research). And still another way is to get teachers to see that research is a form of intellectual inquiry and problem solving and not necessarily a process to be equated with experimental design.

McKenna (1978) observes that teaching becomes the most meaningful and productive when teachers regularly and systematically ask themselves why they do what they do and extend that inquiry to assessing the outcomes of the "what". All too often, if and when teachers do these things, they do them solo - behind closed doors with a classroom full of students to be concerned about at the same time they ask and attempt to answer the profound questions of "Why?," 'What," and "To What Ends." There is great promise in the pursuit of inquiry with the collaboration and support of others who have much to contribute to the solution of classroom problems and to the evaluation of the success of instructional practice -- particularly researchers and university faculty. The idea of such collaborative efforts has been discussed by Schaefer in his book, The School as a Center of Inquiry, and was demonstrated in the 1940's by Stephen Corey and others at Teachers College, Columbia University in action research projects which brought together teachers and professors primarily for curriculum development purposes.

Teacher oriented inquiry and the view of the school and the classroom as the places where the research action is will come about when researchers and teachers change their attitudes and perceptions about inquiry and research. McKenna (1978, p.2) speaks clearly to this point:

> "---many researchers will have to revise their posture that scholars mustn't get their hands dirty with the clay; that the potting must be done by others, once the scholars have prescribed the clay mix and kiln temperature. More specifically, the attitude that you can't learn much in the "messy" situation of the ordinary classroom will need to be replaced with one that accepts real schools as the most appropriate places for conducting research and development. And researchers will need to come to recognize teachers as peers, as colleagues, who have much to contribute to improving the R&D process, from identifying researchable issues, determining research design, data and analysis, to planning programs based on findings. Once these are accomplished, new strategies for conducting research may need to be devised and tested in order to inquire into the multidimensional problems that are identified for study.
>
> Teachers on their part will need to reconceptualize their roles to include involvement in inquiry and problem solving on instructional issues. And they will need to gain confidence in their ability to contribute on a parity basis to the research and development process."

There are certain necessary conditions which need to be built into the working environment of the schools if teachers are going to function as researchers in partnership with university researchers.

1) Time needs to be made available as part of the teacher's regular teaching load for discussion, reflection, investigation, and speculation.

2) An atmosphere is required in which teachers have the freedom to identify and initiate their own problems for inquiry, to express their ideas and develop their ideas into hypotheses, and to share and defend their ideas with administrators and colleagues.

3) Technical assistance and support and consulting services ought to be provided when necessary to help teachers (and university faculty) learn field based research process.

4) Reasonable material support for carrying out research and adapting research findings should be available.

5) University credit, staff development credit, or inservice credit should be given to teachers for conducting research if they desire it.

6) Alternative methodologies for conducting research in the schools need to be encouraged and taught. Ethnomethodological approaches (Mehan and Wood, 1975 and Carini, 1975) and retrospective analyses (Wise, 1977) seem to be very valuable methodologies for conducting research in site specific field based programs.

We need to emancipate ourselves from the straight jacket of experimental design and recongize that good research can be conducted in many different ways. Good research requires common sense. With some training in participatory/observational techniques, case study approaches, the use of audio/video taping systems, personal journals, record keeping, and documentation techniques, teachers in partnership with university faculty can bring about a renaissance of school based research which characterized the Progressive Era in education and contributed major ideas and practices to the education of children.

It is important that university faculty recongize the rich opportunities they have through involvement in field based inservice education programs for generating research and scholarship to meet their institutions' promotion and tenure requirements. Involvement in field based inservice education is not irreconcilable with qualitative research. Indeed, for the many reasons referred to earlier in this article, the school with all its complexities, problems, and changing dynamics offers the best chances for university faculty, in partnership with classroom teachers, to produce significant and lively scholarship.

To seize the opportunities available for research in field based inservice education, university faculty may need to learn how to conduct field based research and certainly will need to change their attitudes about the nature and character of research. The question of research and promotion and

tenure in relation to field based activity is not a simplistic either-or issue as it all too often has been defined. The question needs to be redefined. The issue at hand is how vested personal and institutional interests can be merged in field based research to serve all the parties involved in a collaborative effort to improve learning for children.

Action Research: Case Studies

The tradition of the research establishment is hard to change. Too easily, teachers become consultants to rather than full participants in the research process. Too easily, the researcher becomes the sole originator of the research while the practitioner becomes simply the object of study rather than an investigator as well. If teachers are to be full partners in research, they must be coinvestigators who share with researchers the responsibility for the design and execution of the research and for the interpretation and dissemination of the results (Gajewski, 1979). Collaborative action research empowers and emancipates teachers by helping them to help themselves, by placing them in consciously critical confrontation with their problems, and by making them agents of their own change.

Collaborative action research is alive and well at Portsmouth Junior High School where a number of teachers, through the UNH-Portsmouth Teacher Corps Project, are conducting studies to address curriculum, instructional, and learning problems. For example, a great deal of attention is being placed on competency testing throughout the country. What is competency testing? Who determines what competencies students must master? How are competencies measured? How are competencies defined? How are competency tests designed? Who designs competency tests? How are they used to help children? John Stokel and Marian Fritz, Portsmouth Junior High School mathematics teachers, are concerned about these questions and have translated their concerns into a comprehensive, ongoing research study involving the use of computers and a humanistic approach to working with students. Both of these teachers, while taking graduate course on tests and measurements, decided to do something about competency testing so that each individual student would be the beneficiary of testing. Their study is generating data which will eventually help individual students in the mathematics program and improve tests so that they can be used as tools to help students rather than to label them.

Inappropriate student behavior is a concern for many classroom teachers but especially for Lorna Healey who is responsible for providing instruction for special needs students. Lorna is interseted in studying ways for helping students develop more positive classroom behavior. Her case study will yield useful observations for all those interested in helping special needs youngsters realize their potential.

Bob Blomquist, an eighth grade mathematics teacher, is studying the question of how teaching and learning styles can be appropriately matched to improve instruction for junior high school students. Through computerized library searches and extensive reading, he has conducted a comprehensive review of all the literature dealing with teaching and learning styles. From this review, he hopes to generate a process which will enable teachers to analyze teaching and learning styles and to match the teaching style most appropriate for each individual student's learning style. His review of the

literature already has proved to be of great value and demonstrates that bringing together previous research can be very useful for the classroom teacher who wants to reach each student.

Writing is an area of national concern and Sandra Woodworth, an English teacher, has shared that concern for several years. She is very much interested in improving instruction in writing and is studying the professional literature to determine the most valid approaches for assessing a student's writing and the most effective ways of teaching writing. She has already conducted a preliminary study on the perceptions students have of what constitutes good writing. Her study focuses on student interests and perceptions and how these can be best assessed and used in generating solid writing skills.

Lois Cynewski has long been interested in an individualized and independent learning approach to home economics. She has developed a large number of independent learning packages which she is using and revising in the home economics curriculum. Her study focuses on what she has learned in developing her unique approach and how her findings can be used by other home economics teachers who are concerned about reaching boys and girls of junior high school age so that they will master some basic life shills. She has conducted a study on reading levels of home economics instructional materials, has developed a collection of recipes which appeal to junior high school age students, and has designed a thorough, systematic, and carefully thought out approach for promoting independent learning in home economics. Her work will be of great value to junior high home economics teachers and contains many concrete ideas which she has carefully evaluated.

How do you evaluate the teaching performance of an instructor who has implemented an individualized and open approach to education? Concerned about this question, Peter Frechette designed an evaluation system which incorporates student evaluation, self-evaluation, and supervisor evaluation system and evaluated it collecting data from students, colleagues, and the principal. His study includes a number of instruments which can be used by other teachers who are individualizing and who wish to have their performance evaluated within the context of a philosophy of individualization. Among the instruments included in this study are Student Assessment of Instruction, Instructor Self-Evaluation, and an Observational Form for Assessing Individualized Instruction. How these instruments are used and the process of evaluation is described in Peter Frechett's study which should be of great interest to principals and teachers concerned about alternative approaches to teacher evaluation.

Jean Woodworth, an English teacher, during the past two years has been introducing a number of changes in her classroom. She is studying how effective these changes have been in improving the classroom learning climate and the effectiveness of instruction. She has introduced a system of peer observation and feedback to improve classroom climate, small group and individualized learning approaches, the use of student journals to record personal reactions about learning the moral dilemmas to generate moral sensitivity and ideas for group discussion and student writing. Jean has also redesigned her calssroom to facilitate structured and non-structured approaches to teaching. Her study documents the implementation of these approaches and their impact on student learning and growth.

Jean Arsenault, a home economics teacher, has been trying out individualized learning capsules and is concerned about the effectiveness of these capsules in meeting the individual needs of boys and girls in heterogeneously grouped home economics classes. She has documented the introduction and implementation of these capsules and describes how they have been revised and their impact on student learning. Included in her research is a diagnostic tool which helps her and her students in identifying the appropriate learning capsules to be used with each student. Her study evaluates the effectiveness of this approach and will offer a guide in a number of recommendations for teacher who wish to implement a similar approach in home economics.

Peer teaching has generated a number of research findings which appear in the professional literature. Bernie Smith, a mathematics teacher, during the past two years has implemented a peer tutoring program which requires identification and training of student instructors and the development of an effective management system for using student instructors. He is comparing the effectiveness of this approach with other approaches to teaching mathematics and is collecting data to determine the impact of peer tutoring, not only on learning but also on the attitude of junior high students toward themselves and their peers. He is collecting this data primarily through a questionnaire format which includes objective and open-ended items for collecting data about the results of peer tutoring on the affective and cognitive aspects of learning.

Walter Barrett and Louise Novak are using a multi-level individualized approach to teaching mathematics. Their approach is characterized by a great deal of flexibility which enables students to move in and out of different levels of mathematics according to their interests and abilities. They designed their pilot program to meet the needs of all junior high school students in their math classes. They have already collected preliminary data which indicates, from the students' point of view, that their approach is working. Currently, they are collecting data from 150 junior high school students to determine how students feel about multi-level individualized instruction. The results of their study should prove to be of great value to junior high school mathematics teachers who are concerned about reaching all students regardless of their background and ability.

Ronald Fortier, a social studies teacher, is interested in simulation theory and how it can be translated into practical approaches to facilitate moral development. He has designed several simulations which he is testing out in his social studies classroom. The design of the simulations requires an extensive review of the professional literature and a careful consideration of how simulation theory could be best implemented in real ways within the context of a junior high school social studies curriculum. His research reviews the professional literature, describes the design and implementation of his simulations, and evaluates the impact of the simulations on student learning.

Collectively, all these teachers are demonstrating the value of action research in addressing instructional and learning problems. The processes of adapting research and conducting school problem-centered research constitute one of the best ways to improve learning for students. The teachers at Portsmouth Junior High carrying out the studies described here give evidence

of the commitment and involvement of professionals who are continaully learning, innovating, and evaluating to enhance the learning of their students. Finally, they are demonstrating that action research is a powerful form of staff development.

REFERENCES

Carini, Patricia F. Observation and Description: An Alternative Methodology for the Investigation of Human Phenomena. Grandfork, North Dakota, University of North Dakota Press, 1975.

Chall, Jeanne. "Restoring Dignity and Self Worth to the Teacher." Phil Delta Kappa, 57, (3), November 1975, 170-174.

Friere, Paulo. Education for Critical Consciousness. New York, The Seabury Press, 1973.

Gajewski, Jack. "Wisdom of the Practitioner." Summer 1978 Communication Quarterly of the Institute for Research on Teaching.

Goodlad, John I., Klein, Frances, et. al. Behind the Classroom Door. Worthington, Ohio: Jones Publishing Company, 1979.

Graham, Patricia. "Let's Get Together on Educational Research." Today's Education, 68, 1, 26-30.

Hall, Budd L. "Participatory Research: An Approach for Change." Convergence. 1975, 8, (2) pp.24-32.

Hall, Budd L. "Creating Knowledge: Breaking the Monopoly." Teacher Corps National Training Conference, 1977.

Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart, & Winston, 1968.

McKenna, Bernard. "School Based Interactive Research and Development on Teaching: A Promise for More Effective Teaching Profession." Interactive Research and Development on Teaching. Newsletter of Far West Regional Laboratory, California, 1978.

Mergendoller, John R. "Collaborative Research on Teaching." Paper presented at the April 1979 Conference on Alternative Research Models, St. Louis University, St. Louis, Missouri.

Meban, Hugh and Wood, Houston. The Reality of Ethnomethodology. New York, John Wiley & Sons, 1975.

Schaefer, Robert J. The School As A Center of Inquiry. New York: Harper & Row, 1967.

Wise, Robert I. "A Case for the Value of Retrospective Accounts of Curriculum Development." A paper presented at the Annual Meeting of the American Educational Research Association, New York, April, 1977.

INSERVICE:

THE POTENTIAL FOR RESEARCH AND SCHOLARLY ACHIEVEMENT

Joyce Putnam

The purpose of this paper is to discuss the topic, "Inservice: The Potential for Research." Based on my extensive experiences in working with teachers over the last several years, it is my belief that the potential for research and scholarly achievement emanating from inservice experiences is greater than the potential for response. I have seen this potential for research and scholarly achievement emanating from two different types of activities. The first is the opportunity resulting from the activity of teachers and teacher educator-researchers working collaboratively to adapt research findings to practice. The second is the opportunity resulting from the collaborative study of teaching practice. The following is a discussion from these two perspectives of the potential in inservice for scholarly achievement.

Adaptation of Research Findings

Over the past several years, a set of professors at Michigan State University who have been actively involved in inservice experiences, have come to believe that the primary goal of translating research into practice is "...the engagement of teachers and teacher educators in a process of mutual professional development" (Barnes, et al, 1979). We have found through our involvement in Teacher Corps and other inservice projects that through the process of adapting research findings to practice, teachers and teacher educators learn from one another and discover that learning together is productive of new ways of thinking about teaching and teacher education. The process also leads to the identification of relevant problems for scholarly study.

Based on the collaborative inservice of the Michigan State University/ Lansing School District Tenth and Twelfth Cycle Teacher Corps Projects, we have developed a collegial model for adaptation of research for classroom practice. This model is built on the following four assumptions: 1) teachers should be involved in every phase of research adaptation; i.e., teaching, documentation, dissemination, and curriculum development; 2) since neither teachers nor teacher educators are fully aware of the potential impact of various research findings or theoretical conceptions of teaching on school classrooms, teachers, and students, they can both learn from studying ideas together; 3) teachers and teacher educators both have specialized but different expertise which can illuminate the practical study of research and its adaptation for curriculum development; and 4) teachers and teacher educators can learn more together than they can separately as their collective efforts create a synergistic effect (Barnes, et al, 1979). A detailed description of the model can be found in, "Learning from Research Adaptation," Barnes, Putnam, and Wanous, paper presented to Teacher Corps Research Network, Spring, 1979.

The opportunities for scholarly work which emanated from these intensive inservice experiences far exceeded our ability to respond. However, a number of things have been accomplished beyond the objectives of the projects. Among

these accomplishments are: 1) papers written collaboratively (teacher/teacher educators, teacher/teacher, teacher educator/teacher educator) for publication; 2) field study of classroom teachers; 3) field study of inservice sessions; and 4) collaborative reports presented at national conferences.

Study of Teaching Practice

Based on our Teacher Corps inservice experiences and other collaborative working experiences with teachers, we have found the study of teaching with teachers exciting as well as providing opportunities for professional growth and scholarly contributions to the field. Based on our experiences, we have come to believe as Shulman (1979) states that:

> "...one reason for carefully studying the thought, strategies and motives of teachers is that the practical wisdom of the teacher may well exceed that of the putative expert in important ways, which properly understood, can increase our understanding of pedagogical expertise..."

While we believe that there are a number of worthwhile strategies to be employed in the study of teaching, the strategy which incorporates the study of the wisdom of the practitioner is the one we find most inviting at this time. As Shulman (1979) has pointed out, this strategy is worthwhile because of a number of reasons. These reasons include: 1) "...the expertise of teachers regarding instruction is likely to be greater than that of the extant theories in our field in significant ways;" 2) "...an understanding of how teachers cope with the realities of teaching can guide our perspectives on the wider range of influences on pedagogical practice than our more limited theoretical purviews can typically provide;" 3) "...when our theories are based on the study of practice, we are likely to find less difficulty in intelligent dissemination of that knowledge back to practitioners. Since the research will have been an attempt to understand practice in its own terms, there ought to be less need to translate the alien language of the researcher into the common sense everyday language of the practitioner;" and 4) "...research conducted with the practitioner as co-investigator and in the language of practice is more likely to reflect the current more equitable distribution of power between researcher and teacher. Research conducted with, rather than on, teachers is therefore likely to encounter less resistance from teachers both in its conduct and subsequent interpretation."

The collaborative study of teaching can be done in several ways. One mode involves the collaboration of teacher and teacher educator-researchers in the identification of problems and questions for research. Generally these problems are appealing to teachers as they view them as relevant to their practice. A second mode involves teachers initially as the subject of an investigation and later in the reporting of findings. Another mode involves teacher educator-researchers and teachers collaboratively in the data collection, analysis, and reporting of research findings.

Through the Institute for Research on Teaching at Michigan State University, teachers have been collaboratively involved in the design and plan of studies, collection of data, and analysis of results. Research projects in which teachers are collaboratively involved include studies of reading diagnosis and remediation; classroom management strategies; instruction in the

areas of language arts, reading and mathematics; teacher planning, effects of external pressures on teachers' decisions, and teachers perception of student affect.

As I said earlier, I believe the potential for scholarly achievement emanating from inservice is greater than the potential for response. At Michigan State University, we have established a college committee titled Teacher Education Research. This committee is engaged in the study of teaching and is composed of qualitative and quantitative researchers, evaluators, teacher educators, teachers, a philosopher, and a College of Education Associate Dean. The formulation of this committee has expanded the potential for response to opportunities for scholarly achievement. The formalization of the committee within the college structure and the collaborate working style of the group has resulted in a number of positive outcomes. Among these outcomes are: 1) gains in credibility and support to committee members who actually carry out inservice experiences 2) provision of avenues for entrance into schools for university staff who do not usually work closely with inservice teachers, 3) collaborative working relationships established between members of various departments within the college, 4) communication links established among researchers, teacher educators and teachers, 5) multiple viewpoints on which to base decisions concerning identification and selection of problems for study, 6) collaborative efforts in the analysis of data, and 7) opportunities for publication.

Summary

In summary, I feel that inservice experiences do provide college and university faculty with the opportunity to make worthwhile contributions to the field. The modes for inservice experiences are numerous and each provides for different types of contributions. I feel that adaptation of research and the study of teaching as inservice activities also result in porfessional growth for and a positive affect on the part of both university and inservice teacher.

PROFESSIONAL DEVELOPMENT CENTER NETWORK

Robert L. Stevenson

The Network

The Professional Development Center Network (PDCN) is a consortium of twenty (20) public school districts, including parochial schools within the districts, the Jones-Jaggers Laboratory School of Western Kentucky University, and the College of Education of Western Kentucky University. There are 141 schools, 2,652 teachers, and 61,568 students in the organizations within the Network. The Network spans an area of approximately 7,200 square miles.

To facilitate effective educational programs relating to the specific personnel needs of the organizations in the consortium, the Network is organized into four Professional Development Centers. Each center serves from four to seven school districts and seeks the active collaboration of the participating organizations in utilizing a wide range of educational resources to meet specific needs. Staff development and training activities are cooperatively designed and field based.

The Network is governed by a commission composed of a member from each of the participating organizations. The commission member must be a person within the organization he represents that can make policy decisions and allocate available resources. The commission is the policy making body of the Network and allocates resources to the centers for the implementation of staff development and training activities. The commission functions as a collaborative decision making body.

Each center in the Network has an advisory council comprised of representatives from each organization serviced by the center. It is this body which gives direction to the activities of the center. It has no power to develop policy or allocate resources but does make recommendations to the commission.

The purpose of the center is to:

1. Assist local organizations in identifying staff development and training experiences appropriate to the professional needs of individual staff members.

2. Identify and secure resources to assist in the design and delivery of activities appropriate to the educational development of individual staff members.

3. Encourage optimal utilization of the resources of the participating organizations for the provision of training and educational development.

4. Provide information which may be used by the participating organizations in assessing their present education profession's programs (pre-service and in-service), improving those programs, and developing new programs.

The procedures for processing input from various sources, making decisions, and providing programs of action to best serve identified needs involves the interaction of three groups: the commission, the advisory council, and the Professional Development Center Network staff.

Input that requires the attention of the commission may originate from individuals, role groups, institutions, or operating documents. This input may be in the form of identified problems, suggested resources, general concerns, ideas, or fully developed proposals.

If the input is first brought to the attention of the commission, it must determine whether the matter requires further input and approval from the council or whether the matter should receive direct action by the commission. In all matters requiring further input, the commission has the responsibility to respond to the input and recommendations of the advisory council.

Once there is general agreement by both the commission and the council on a course of action to serve an identified need, the commission assigns resources to accomplish the proposed action. If the recommendation acted on by the commission includes a well developed plan, the commission will allocate resources for implementing the agreed upon program plan. If the recommendation(s) acted on by the commission does not have a developed program plan, resources must be allocated for planning. In either case, a task force of human resources will be identified to carry out the recommended course of action. In most cases, the Professional Development Center Network staff will serve as members of a task force to plan or implement action programs; however, the job may call for expertise and assistance outside of the Center organization.

The PDC Network is now in its third year of operation. We feel the Network has accomplished its major objectives and can be described as a responsive partnership for functional collaboration between individuals, schools, and institutions of higher education.

IMPACT OF PDCN ON IHE

Organization and Governance:

- Formed in-service committee with representative from all departments
- Designation of one person to devote full time to Onservice
- Representation at monthly PDCN advisory council meetings
- Commitment of departments to develop in-service workshops
- Dean a member of PDCN Commission

Support:

- Availability of space for PDCN at no cost
- Availability of staff
- Support services, i.e., computer time
- Released time for staff
- Personnel resource file
- Identified network for dissemination
- Maintains continuous contact with PDCN

Incentives:

- Small stipends
- Released time for development and delivery
- Research
- Staff development
- Load inclusion

Program Design:

- Developing a workshop format
- Joint planning with PDCN
- Ability to apply planning process
- Impact on pre-service and graduate programs for teachers and administrators

Research:

- Provides a field base for research
- Increases the opportunities for research
- Updated computer equipment
- Personnel for field-based research

SUPPORTING INSERVICE THROUGH TEACHER EDUCATION CENTERS

Rex Toothman

The term "teacher education centers" has recently gained wide use among educators but has not been so readily defined. Examples found in the literature take many forms and provide testimonial support, but offer few conceptual or functional descriptions. What is acceptable as a basis for a definition inevitably turns upon what is meant by a teacher center, how will it function and what is its purpose. Despite the wide variety of interpretation of the meaning of centers there has been substantial agreement that teacher centers bring a new emphasis on collaboration, shared decision-making and clinical experience. Historically, these have been important elements in both pre-service and inservice teacher education. In Florida these elements are found in varying degrees. The Teacher Education Center Act of 1973 represents the State's official position on collaboration, shared decision-making and field based teacher training through teacher education centers.

To assist in implementing this Act, the Florida Legislature appropriated $60,000 to the Department of Education to study the concept, its costs, and funding sources. The Governor, as required by the Act, appointed a State Council for Teacher Education Centers. The Commissioner of Education called the Council together and requested that its members, in cooperation with the Department of Education, make a study of teacher education centers and develop recommendations to be submitted to the Commissioner of Education.

The State Council for Teacher Education Centers had its organizational meeting August 27, 1973, in Tallahassee, and has since met regularly in two-day sessions. During early sessions the Council reviewed applicable law and its charge to the Council, received and considered its duties as outlined by the Commissioner of Education, and heard the expectations of teacher education from members of the Florida Legislature. Major activities of the Council in its initial year included: 1) a state-wide survey of classroom teachers, principals, superintendents, inservice directors, school board members, and university staff to determine their perceptions of existing teacher education programs and their expectations for positive change, 2) a newsletter, the Center Line disseminated to universities, community colleges, district representatives, teacher organizations, vocational-technical and adult educators and other interested groups, 3) a report to the Commissioner of Education with recommendations for the governance, functions, staffing, and funding of teacher education centers, 4) the development of a system for the submission and approval of centers in Florida, and 5) recommendations for the approval of ten centers made to the Commissioner of Education.

The Commissioner's initial charge to the State Council indicated "the Council should examine very thoroughly and express its opinion on all matters relating to policies and regulations, and make recommendations to the Legislature no later than March 1, 1974." Prior to March 1, the Report of the State Council was presented to the Commissioner of Education. The report recommended that the program of each center shall include the assessment of inservice training needs, the development of programs based on inservice needs, the providing of resources for inservice training, the assessment of needs and the providing of resources and experiences for clinical pre-service,

the facilitation of the entry and re-entry of educational personnel into the teaching profession, and the facilitation of an internal and external evaluation process. The Council further recommended that each local center's governance board follow a collaborative model, provided however, that classroom teachers constitute a majority. The report recommended that legislative amendments redefine classroom teacher to mean "state certified persons, kindergarten and grades one through twelve, who work 50% or more of their time at the building level other than those persons in administrative or supervisory positions." Council also recommended a plan for funding centers which would encourage school districts and the colleges of education to seek, collaboratively, a long-range joint decision-making process. Subsequent to the report Council members also recommended to increase the membership of the State Council for Teacher Education Centers from 12 to 14 members, and to provide for the terms of those members.

On March 18 and 19, hearings were held in both the House and Senate Education Committees regarding centers. The resulting 1974 Legislation amended the Teacher Education Center Act of 1973 to define clincial preservice as "those aspects of teacher preparation which are more appropriately conducted in the field-based setting than on the campus setting", and to restate the program and purposes of teacher education centers. It added one classroom teacher and one school principal to the State Council, and limited Council members to two terms and stated that no member shall serve as chairman for more than two years. It required the majority of members of the local council at each teacher education center to be classroom teachers "certified to teach in kindergarten or grades one through twelve, who work 50% or more of their time at the school level other than those persons in administrative or supervisory positions."

The Amendment further provided that funds shall be appropriated to the Board of Regents for allocation to colleges of education for the support of noncredit activities carried out in an approved teacher education center. It authorized the Department of Education to approve up to ten centers in the 1974-75 school year; authorized the use of up to $20,000 per center from the Research and Development program to be used as start-up funds; earmarked $5 per FTE of the base student cost ($745 for 1974-75) in the FEFP appropriations for in-service training programs.

The Act also stated, "It is the intent of the legislature that the planning, development, and implementation of teacher education centers shall be carried out in an orderly systematic manner. Statewide implementation should be accomplished prior to June 30, 1979." Therefore, the State Council developed a package of information to assist collaborating school districts and colleges of education in establishing a center. Included in the package was proposals which outlined the following process for establishing a teacher education center:

1. The Commissioner of Education sends each school district and each university with an approved teacher education program information about teacher education centers and requests a letter of intent to participate in the program.

2. The State Council for Teacher Education Centers reviews letters of intent and makes recommendations.

3. The Commissioner of Education invites selected districts and universities to submit complete Teacher Education Center Proposals.

4. Upon recommendations of the State Council for Teacher Education Centers, final proposals are approved by the Commissioner of Education.

In the package of information requesting teacher education center proposals each collaborating school district and university was asked to address themselves to the following principles as they developed their proposals:

1. Teacher Education Centers should not be considered as an educational program separate from existing institutions.

2. Centers function more to facilitate and coordinate available resources rather than to perform the actual delivery of services.

3. Centers represent collaboration and cooperation in a shared decision-making process among involved agencies.

4. Centers clearly reflect the increased need for classroom teacher involvement in teacher education decision making.

5. Centers require a funding system which supports collaboration.

6. Centers direct attention to the need for a career-long process of teacher education.

Prior to its meeting on July 22 and 23, 1974, the State Council had received 14 letters of intent to establish a teacher education center. The letters represented approximately 35% of the districts and included all but one of the state universities. By October 25, 1974, the Commissioner of Education had authorized the approval of nine teacher education centers in Florida. The proposal for the tenth center was recommended for approval by the Council at its December 10 meeting. During 1975-76 four additional centers were recommended by the State Council for approval. Seven centers were added in 1976-77 as recommended by the State Council. In 1977-78, the State Council for Teacher Education Centers recommended the approval of another seven at the end of the 1977-78 fiscal year there were six multi-district consortia centers and twenty-two single district centers. A total of forth-seven districts were not involved in teacher education centers. Six single district centers have been approved during 1978-79. A seventh proposal approval is pending receipt of additional information requested by the State Council.

In 1978-79 it was determined that the Teacher Education Center Act does not require the signature of the teacher organization representative as a collaborator in the proposal for a center. Proposal format now requires that institutions of higher education and school districts submit a proposal as collaborators. Community colleges may be included as participants. The proposal further requires that applicants must provide evidence that affected personnel have fulfilled their responsibility for providing information to make each institution's program meaningful, relevant, and systematic in its planning, development and operation.

Funding of teacher education centers is done jointly by the school district and the collaborating universities. At least $3 of the $5 FTE expended by School districts for educational training programs is spent through the teacher education center.

University funds available to provide services to teacher education centers have increased from $500,000 in 1974-75 to $1,367,158 in 1978-79. During 1978-79, for the first time, it has been possible for teacher education centers to receive services from the private institutions of higher education which were financed by the budget of the state university system.

Operation of the System

A Cadre of Organizational Specialists within the Polk County (Florida) School District was established in 1976 to provide services in organization development. This Cadre is supported by the Polk County Teacher Education Center and has as its major purpose the extension of services provided by the Center.

Cadre members are LEA/IHE personnel who also serve as teachers, administrators, university faculty members or lay persons. The variety of roles represented in the Cadre makes it possible to form service teams that are sensitive to the problems of many kinds of groups. Administrators, teachers, and lay citizens who have received assistance testify that the Cadre represents a variety of viewpoints and does not promote a single perspective or solution.

This partnership arrangement between a school district and a college of education is a venture which demonstrates how resources are shared and how both parties benefit by building a context for furtner development.

The Cadre's mission is to provide services to people, working groups, and organizations which contribute to the educational process. School faculties, management teams, individuals, departments, task forces, policy and advisory boards, civic organizations, and ad hoc groups have all received training or consultation from Cadre members.

All services of the Cadre have certain general features, but three rather distinguishable kinds of services are provided:

- technical assistance in problem solving
- training and consultation in group processes
- consultation in organizational improvement

Cadre's services are aimed at helping groups and organizations manage their problems and get their work done effectively and expeditiously.

The Cadre team invests considerable energy in planning for events in which they will provide services. They pay careful attention to the nature of the group they will be helping and to the objectives and purposes of the occasion. They examine assumptions they are making and carefully plan how the various parts of the events should be scheduled and sequenced. They rehearse for presentations and exercise care in developing charts and handouts they will use. Cadre members place high value on being prepared to deliver service in a professional manner.

Cadre services should not be viewed only as a "one-shot" or "band-aid" approach to organizational improvement. To be sure, a group or organization may benefit from short-term assistance of only a few hours. The effects of cumulative services, however, are more certain to be significant and lasting. Some client groups may receive organization development services five or more days a year, and continue receiving those services in subsequent years. Those groups may make a small organizational change the first year, some bigger change the next year, and then bring back cadre members to help them check upon the effectiveness of their group's new organizational arrangements. And of course, any group or organization that faces a brand-new problem can profit from additional work with the specialist who helped them through the last one.

Technical Assistance in Problem Solving

The aim of service in problem solving is to assist people in work groups and units to work more productively and efficiently on specific problems facing them. While providing this type of service, Cadre members may teach specific skills or techniques for assessing needs or clarifying a problem. At other times, they may suggest alternative solutions or relay information about the ways others have gone about solving a similar problem. At still other times, they may serve as catalysts for bringing out good ideas already in a group or unit and encourage group members to make plans that can be moved quickly into action.

The Cadre can:

- describe techniques for and assist with assessing needs, setting goals, and conceiving problems.
- describe techniques and assist with specifying the elements of a problem.
- describe techniques and assist with recognizing skills and ideas of group members.
- describe planning techniques for specifying who will do what and when to move the solution to a problem into action.
- provide encouragement and support to energize planning and problem solving.
- arrange for and convene meetings so all members of a work group or unit can work productively on their tasks.
- provide information about services the Cadre offers.
- provide information about instructional programs and practices developed and tested elsewhere.
- provide information about inservice and staff development opportunities going on in the district.

Training and Consultation in Group Processes

Training and consultation in group dynamics aims toward helping people learn new group skills in communication, decision-making, and giving and receiving feedback. It also allows people to find out about their own behavior patterns in groups and provides members with tools that enhance their ability to work more effectively in group settings.

The Cadre can:

- provide questionnaires through which individuals can assess their leadership styles and assist group members as they share their assessments with others.
- lead exercises and learning games in which people can learn and practice communication skills.
- lead simulations in which groups can learn and practice collaborative problem solving.
- provide instruction in various models of decision-making and arrange for groups to try each model to see which is best for them.
- observe group functioning or interview group members and provide feedback on decision-making procedures and influence patterns in the group.
- observe group functioning or interview group members; then lead feedback sessions on procedures used to identify situations, goals, and proposals for using resources from the group or elsewhere.
- describe ways to help groups debrief meetings and the effectiveness of the dynamics employed.
- describe effective meeting procedures and coach group members as they learn productive group roles.

Consultation and Coaching in Organizational Improvement

Consultation and coaching organizational improvement is offered to help working groups and organizations work more effectively, both individually as well as with other groups and organizations. Participants can learn to seek out new resources and to create new possibilities for themselves and others.

The Cadre can:

- arrange sessions where two or more working groups can share their images of each other's effectiveness and helpfulness.
- help organizations depict their operation and functioning of others' information.
- provide mediation when two or more interdependent groups are competing for scarce resources and prefer more collaborative arrangements.

- describe ways in which organizations or working groups can monitor and document their operation and progress.

- assist groups and organizations in comparing evidence of their effectiveness with what they had hoped to accomplish, or what others expected them to accomplish.

- help groups or organizations identify potential - but unused - sources of support outside themselves.

- create settings in which people can contact potential sources of information or financial support.

- build networks of people in similar roles or of similar groups through which resources can be exchanged.

COLLABORATION IN INSERVICE

Janice F. Weaver
Dean of Professional Studies
Glassboro State College

I appreciate the opportunity to participate in the Project Update Conference. Since 1974, Glassboro State College has made inservice and assistance to teachers and schools a top priority mission. There are state funding and policy limitations which pose difficulties in attempts to articulate the genuine service role of New Jersey's public institutions of higher education as complementary, essential partners in developing quality education for the children and youth of our State. Therefore, the opportunity to articulate the relationship of colleges and universities to the critical inservice needs for service to handicapped or learning disabled pupil is doubly welcome to us at Glassboro State.

Glassboro has chosen the widely recommended collaborative model as the appropriate means for design and delivery of assistance to schools. Although regular college courses are still of value to many educators in many situations, Glassboro believes that improvement teams, in which the college is a participating partner, offer the best opportunity to mutually agree upon problems to be solved and the kinds of assistance most directly beneficial for the particular need. This requires cooperation, mutual trust, and agreed upon tasks for all participants. Educational literature refers to the process of defining partnership roles, resources, and tasks as a collaborative process.

COLLABORATION -- I have been asked to describe collaboration as it occurs in inservice. Some of you may have seen my article in January-February 1979 Journal of Teacher Education, in which I refer to collaboration as negotiated pluralism. Each constituency or group in an educational setting comes to a collaborative project with its own vested interests, its own abilities and contributions and its own needs. The kind and quality of process within a specific collaborative project will vary to the degree and extent vested interests, needs, and contributions of constituents coincide or are in conflict. Gene Hall of Texas has identified several levels of individual attitudinal or "consciousness" stages which occur during efforts to plan and implement educational change. His work has also been adapted to different faculty development contexts. Similar behavioral processes and adaptation occur within the constituencies of a collaborative project.

Typically, a particular school or educational group initiates a project which requires, or would be strengthened by, contributions from all role groups touched by the project. For example, a school district may set aside funds and inservice time to become familiar with new techniques such as individualizing mainstreamed instruction. There are good reasons for teachers, learning disabilities-teacher consultants, school psychologists, administrators, parents, and college personnel to plan jointly to achieve such a goal. Let us examine some of the concerns and opportunities that arise when a collaborative improvement project is undertaken.

The Dynamics of Collaborating

From the Beginning, all who have been invited to come together are filtering or perceiving the proposed project in terms of:

1. Why are we here?
2. What is in it for us?
3. Can the projected activities be comfortable accommodated by us if projected needs and procedures remain as they are being presented?
4. Can I (our group) support this back at home base (at school, on campus, with my supervisors, membership or board of trustees) or will my organization support this?
5. Can we deliver what is being asked for, or can we be sure what is being planned meets our real needs?
6. Can we afford it? (How much will it cost?)
7. How much of our effort, time or commitment is being called for?
8. Can I or should I rearrange my other commitments?
9. What can go wrong?
10. How can we assure usefulness, effectiveness, or satisfaction if we commit to this?

Each of these questions or concerns are identified and answers are sought in a context of what limiting factors such as legal or fiscal barriers and personal or group fears may be concommitant with proceeding or participating. Thus, each group, individual or agency will seek facilitated opportunities to participate and will estimate changes for success depending upon what prior policies and practices have been set in place, within their group, that encourage or facilitate such cooperative activities.

Questions for Schools and Colleges

School participants, especially administrators, must identify existing policy and practice which permits involvement of the appropriate individuals. What means of communication, reaction, and implementation exists? For colleges the same questions apply, but the difference in the questions or responses lie in the fact that schools or teachers are usually the consumers of service and colleges are usually suppliers of services. Ideally, a truly collaborative project would permit each consituency to be a provider and consumer of aspects of the project activities. Colleges can learn from such projects and can provide learning simultaneously. So can school personnel.

Policies for approval, financing and delivery of services must all be in place prior to active participation by schools or colleges. This does not mean you cannot participate if you encounter needs for facilitating regulations which have not been anticipated. However, potential stumbling blocks

must be signaled early in a non-negative manner to avoid unrealistic expectations and potential failure. Requests for opportunities to avoid particular inhibitors can be considered by the participants and adaptations may be necessary. It is importnat that each role group or organized unit know what they can and cannot promise, deliver, delegate, negotiate, or compromise and modify. Each group must be willing to be candid about conditions which facilitate and limit participation. Colleges must have decided whether they may use master teachers as adjunct in credit bearing workships. Schools must know if they have the authority to assign certain tasks to delegate administrative tasks to others, etc. Determining compensation for teachers and faculty requires equating of workloads for inservice with the normal on-campus or school instruction duties. The same is true for counseling, planning, and designing inservice. Good inservice is time consuming and complex and participants must believe that they are not being exploited.

Before engaging in collaboration, representatives of various role groups must be prepared to take risks and to resist taking advantage of others in the governance body. In successful collaborative projects, individuals gradually develop, out of their diversity, a trust which respects differences in needs that have been fused into commonly held group goals. The governance body, through negotiating individual matters, becomes a new pluralistic subculture with its own cohesiveness and forms for behavior. Those who have participated in collective bargaining sessions or strong faculty senates have experienced a group identity, even though as individuals, they may disagree on specific issues.

Whether collaboration is desirable will remain a question for each school, state department of education, and collegiate teacher preparation faculty throughout the 1980s. Some of us who have tried it believe it is worth the effort.

REACTIONS AND SUMMARIES TO SMALL GROUP SESSIONS*

Recorders:

- Nickie Berson, Kean College of New Jersey
- Rita Fass, Fairleigh Dickinson University
- Marilyn Hart, Kean College of New Jersey
- Myrna Merron, Seton Hall University
- Rita Silverman, Rutgers, The State University
- Edward Watson, Trenton State College
- Phyllis Weisberg, Trenton State College

*Conference Recorders responded affirmatively when asked by Project Staff on the day of the Conference to act as recorders in the sessions they chose to attend. This explains the informal and often divergent format of these summaries.

"COLLABORATION - CAN IT WORK?" (A.M.)

The attached listing represents the thoughts of a person attending the morning session conference on collaboration. I hope that, in some way, I was able to capture the essence of the needs, anxieties, and frustrations represented during that session.

The issue of collaboration evoked considerable dialogue. It seems to me that the discussion may be subsumed under the headings:

1. Issues Raised
2. Possible Directions

The following definition for collaboration was agreed upon by the members attending the session: Negotiated relationships between persons who desire services and those who may be resources and providers of services.

The following is a lsit of statements and phrases which hopefully captured the essence of the remarks which were made.

1. Issues Raised

- Public School Classroom Teachers - time is totally taken up during the schoolday and there is no release time allocated for input into collaboration. A formula is needed to take this into account.

- At times, professors do not know the needs of teachers and, therefore, courses sometimes are not relevant.

- Teachers seem to be constantly trained and retrained and then not placed in environments where they can practice, due to riffing and other similar circumstances.

- Polarization in New Jersey among schools, administrators, colleges, and Boards of Education need to be settled with collaboration.

- We must change and develop new forms for differing systems related to in-service work.

- How do Education Improvement Centers address teacher needs and still bring teachers and administrators together?

- There seems to be too many agencies vying for school money and teacher time regarding course offerings.

- There is no tangible reward system for professors who work on-site and can earn more as entrepreneurs on their own. Promotions, tenure, teaching load, and money do not seem to be related to working on-site.

- School administrators are beseiged with an over-proliferation of announcements regarding course offerings.

- Educational Improvement Centers are becoming "workshop mills." The impact of fragmented workshops over time may be negligible.

- There is no reward system for teachers to work out legitimate professional improvement plans. Why should they be risk-takers and operate under present threats? Who is going to say "I need to improve?" How do we change the threat aspect?

Meeting on Collaboration

- In a society that is pluralistic, it is becoming more and more difficult to deal with various organizations with differing and often opposing goals and still maintain a degree of consistency.

Possible Directions

- We need to develop individual collaboration relationships that can be long lasting.

- Workshops dealing with the process of change are needed. We are not open to change.

- We need to provide short term workshops for teachers related to the results of tenured teacher evaluations to improve the individuals skills.

- Change comes from experience. College faculty, classroom teachers and other educators might change places periodically to establish credibility with each other and to understand each others needs and problems.

Edward Watson

COLLABORATION - CAN IT WORK?" (P.M.)

Presentation

- The definition offered included aspects of the following: maximize resources; power question based on money; conflict okay between collaborators;
- Collaboration (ideally) includes representatives from all groups needing to be represented
- It requires:
  - Candor
  - Acknowledgement of constraints.
  - Requirements of constituents.
  - Group identity despite role ambiguity of various members.
  - Negotiation to resolve conflict.
  - Reinforcing risk - taking behavior
  - Not pushing anyone to the wall (leave person able to represent constituency and still be cooperative with group)

- Questions to be resolved (overt/covert)
  - Why am I here?
  - Can I live with it? (goal(s) of group)
  - Can I see it back home? (Might have said sell it)?
  - What behaviors will I have to engage in?
  - Rearranging of priorities to commitment?
  - What can I compromise? What is non/negotialbe?
  - What can't go wrong?
  - What are the resources?

Discussion

- Does collaboration have to be face to face?
- How can potential collaboration between LEAs and SEAs be facilitated when statewide plans tend to negate this role of SEA. SEA provides money (this implies strings attached.)
- How to create support (reward) for people involved in collaboration? (e.g., release time, overtime, etc.)
- State funds needed to assure this mandate from SEA to colleges.
- What is the reward for participating in collaborative effort?
  - Biggest reward is ability for participants to leave with something valuable.
  - Nurture college atmosphere so there is a continuity for change.
- Pattern of collaborative effort
  - Cathatic - Act of participation implies cooperation; obstacles are aired.
  - Plan of action.
  - Modification of plan.

Is there a basis for decision about the WHAT of inservice? Seems to be no general agreement on focus on inservice. No forum for people to make those kinds of decisions.

Policy statement - role of higher education to promote inservice in schools, then we could jump in. Free enterprise system re: competition for inservice yet that competition may preclude role of University faculty because of packaged programs.

Biggest problem to college efforts in inservice.

- Money.
- Antagonism between institutions.
- Initiative (not doing anything)
- Lack of communication - knowledge of alternative resources.
- Historical negative aspects of inservice.
- University see inservice credits as nonprofitable.

Responses

- Include people from all institutions.
- Money is available - PL 94-142, D grants, Title I.
- Can't have mandate from SEA - LEAs have negative reaction to state mandate need for support from State Board of Education and State Board of Higher Education.

Response should come from Council of Higher Education.

Suggested that as a group we come up with recommendations for inservice policy state-wide.

- May be a lobbying effort in order to effect a state plan on inservice.

Ask each organization represented in today's conference to read, review and comment on "the statement" regarding inservice. Ask for written statement as reaction which could be the support for the statement. Present to appropriate governing bodies.

"Be it resolved that the conference participants afternoon session Group I recommend to body at large that the following resolution be adopted and sent to appropriate agencies.

Formal statement of support in inservice training for educational personnel -inservice is desirable and members of each constituency will lend support and resources (including personnel) to that effort."

Rita Silverman

"INSTITUTIONALIZING INSERVICE - THE FUNDING DILEMMA" (A.M.)

Summary:

Dr. Toothman outlined the development of teacher centers in the State of Florida and specifically those in the geographic area by the University of South Florida.

Teacher Centers were established by the Florida legislature in the Teacher Education Act of 1973.

Each of the nine state colleges were assigned specific school districts to service.

Teacher Centers are program planning centers rather than physical sites.

They are controlled by local Teacher Education Councils. The council consists of administrators, college porfessors, professional and non-professional staff and teachers, a majority of the total is mandated to be teachers.

Annual master plans for inservice are submitted to the State including budget. They are signed by the LEA, university and local teachers group.

Funding:

(a) The state provides $5 per each full time enrollment to the individual districts.

(b) The college has the equivalent of 14 "slots" for non-credit field training in their budget.

Issues around which there seemed to be consensus:

Unlike Florida, there is little to no legislative support for such a mutual professional endeavor in New Jersey.

The New Jersey Departments of Education (State Department of Education and Department of Higher Education) appear to operate as two separate entities, often appearing to be unwilling to work cooperatively. This causes problems in initiating any joint effort by local education agencies and the state colleges.

The New Jersey Departments of Education and the State legislature appear to agree that the local education agencies as consumers can pay for services in which they are interested.

There is little support for the regionalized efforts of small districts to support a coordinated program.

The Educational Improvement Centers seem to be attempting to replace the colleges' contribution to inservice efforts.

Teachers' Associations seem to view the Department of Higher Education as an adversary rather than a "friend."

Difference of Opinion:

There appears to be no consensus as to the level of resistance of teachers to any attempt to develop a comprehensive plan for inservice.

There was disagreement as to the level of competence of teachers in deciding, at this time, in what area inservice opportunities should be provided.

Teachers' Associations may or may not be willing to engage in joint efforts with local education agency administrators and "out-side" professionals to develop inservice models.

New directions:

Hopefully "input" from successful programs could be publicized to influence New Jersey leadership.

Rita Fass

"FACULTY DEVELOPMENT" (A.M.)

Jon Anastasio

- No preservice training for college teaching; only training in specific content.
- Processes for imporving college teaching (diagnosis of teaching problem).
  - Assessment of teaching strategies/performance.
  - Instructional design
- Resistance to change.
- What affects success of faculty development
  - Assume positive skills for faculty
  - Collaborative effort between consultant and faculty.
  - Role of consultant to assist faculty to be self directed; take on responsibility for own retaining; commitment to charge rests with faculty member(s).
  - Role of institution
    - Provide opportunities for improvement.
    - Create appropriate evaluation mechanism.

*Role of student evaluation in evaluation of teaching.

- Skills of effective teaching.
  - Establishing learning set
  - Closure.
  - Student participation skills.
  - Flexibility.
  - Responding to questions.
  - Relating material to real life/other situations.
  - Etc.

*does basis for choosing evaluation ideas reflect the needs of ultimate consumer.

Gerald Melnick - Consulting with other professionals

- Evaluation comes from professor to student (in class professor has power).
- Professor has to create the environment for students being motivated.
- Professor creates anxiety - must keep appropriate level for maximum learning.

move this model to working with professionals and it creates antagonism.

- Can't deal with other professionals in:
  - Parental model (I'll control environment)
  - Savior model (I'll solve your problems)

Appropriate model for professional inservice.

- Share control.
- Share strength.

- Negotiated Model.
  - Share goals.
  - Solutions affected by learners.
  - Interaction between consultant and professional personnel.
- Mutual needs assessment.
  - Require commitment from people involved (including power people at home base (school).
  - Evaluation truly comes from audience, not consultant
  - Group consultation model.
    - Consultant focuses on group development; acts as facilitator.
      - Help group assess needs.
      - Help group solve problems.
      - Group comes to own solutions.

University people not trained in:
- Group facilitation.
- Group interaction.

Consultant suffers from:
- Higher anxiety.
- Lack of control of subject area(s)
- Having to listen.
- Having to accept that other people know something you may not.

Responses - Fayne Malloy (Graduate Student)
- Perhaps untimate evaluation is with students whom our students eventually have an impact on; i.e., the public school student.

Bob Kornberg (LEA consumer)
- Teachers anxious regarding new laws, etc.
- Emphasis on shared ownership and group problem solving for teachers.
- Development of rapport between University consultant and teachers and LEA personnel.
- "Subtle" inservice - ongoing contact between College and teachers; informal.
- Parents as consumers; powerful ally and should be considered by University person
- Credit to University personnel for public school service.
- Not all University people belong in public schools as consultants.

NO TIME FOR GENERAL GROUP DISCUSSION.

Rita Silverman

"FACULTY DEVELOPMENT" (P.M.)

Major Issues

Three phase faculty improvement/development

A. Course imporvement.

B. Group management skills.

*C. Teacher Style (development of a repertoire of skills).

*How to attract faculty most in need of service?

Options: Coercion, persuasion.

Consensus:

- New skills needed (i.e., interpersonal) for new roles.
- Faculty must develop "ownership" of problems.

New Directions

- Skill of Closure (end of class, topic)
- Diagnostic profile of teaching skills.
- Videotape, observation, student feedback, self-evaluation.

Resources

- Released time for inservice (carrot)

Nickie Berson

"INSERVICE EDUCATION AND INSTITUTIONS OF

HIGHER EDUCATION - A MODEL FOR INVOLVEMENT (A.M.)

Major Issues Raised

- A consortium model was presented. It is based on a State of Kentucky mandate for a local district inservice commission, headed by a State funded inservice coordinator.

- Inservice systems

  a. Master's degree
  b. 32 credit equivalent
  c. 32 credits including a) continuing education units and/or professional development units (maximum 12)

- Teachers must complete a,b, or c above within 10 years for permanent license.
- L.E.A. teachers request topics, speakers, delivery systems (course, workshop)

Consensus

- Funding is the bottom line in inservice delivery
- State must support ($ and legislation) colleges to respond

Differences

"Model" has no evaluation component.

New Directions

"Field receptors" - 5 week training for classroom teachers in systems management.

- University service to consortium: Needs assessment and pool of speakers, program leaders.
- Transcript credit for CEU, Professional development unit - 12 for post masters' level.
- Levels of Workshops
  a. Awareness
  b. Skills Development
  c. Facilitation
  d. Follow-up

Nickie Berson

"INSERVICE EDUCATION AND INSTITUTIONS OF

HIGHER EDUCATION - A MODEL FOR INVOLVEMENT" (P.M.)

I. Major Issues Raised

A. How to accurately assess the needs of teachers in the field?
B. How to juggle faculty time and load?
C. When - in terms of time - should such workshops be held for teachers?
D. Problems of giving credit?
E. What is the pay-off for teachers?
F. Role of advisory council for in-service in deciding

1. type of workshop
2. locales of workshop
3. evaluation of effectiveness of workships

II. Issues around which there appear to be consensus:

A. Need for inservice
B. Need to use faculty and their expertise
C. Using faculty in the field as part of college staff development

III. Issues around which there appear to be major differences of opinion:

A. Membership of Advisory Council
B. How to get teachers interested?
C. Development of Workshops to meet needs surveyed

IV. Possible new directions

A. Selection of colleges to serve as foci for counties contiguous to those colleges
B. Utilizing Title IVC monies and pooling these to service districts in pool

V. Resources identified:

A. Role of advisory council for inservice in deciding

1. type of workshop
2. locales of workshop
3. evaluation of effectiveness of workshops

B. Need to use faculty and their expertise
C. Utilizing Title IV monies and pooling these to service districts in pool

Phyllis Weisberg

"INSERVICE - THE POTENTIAL FOR RESEARCH" (A.M.)

Among the major issues raised was how to build a research component into the pre-service training of teachers. Another was how one can expect dedication from teachers in the field, particularly in the age of unionism. The issue which seemed to surface several times was the central one of how inservice was handled from the university aspect; i.e., the problem of scheduling within loading, rewards, incentives, funding, etc.

There was consensus that release time at colleges was a problem. Another point on which several agreed was that promotions at the colleges were not usually rewarding to people involved in inservice. There was also agreement that, although the ethnographic/anthropological approach was one which was appropriate to research in inservice activities, it was difficult to gain recognition through publishing that type of research.

There were no real differences of opinion, although there were variables in ways to get school systems to cooperate with universities. One of the presenters was from a state university which had many connections to public school systems. How to get professors to accept a new role, and whether or not it was advisable to accept large amounts of federal money were minor issues.

Possible new directions mentioned:

1. Teachers in the classroom should share in the professor's research and publication efforts; e.g., joint authorship.

2. Proposals should be written to incorporate inservice programs.

3. Inservice programs in the school should be integrated with research, such as problem-solving techniques.

4. NIE ought to shift direction and fund more anthropological research.

5. Professors should be encouraged to do research within load because it should lead to publication.

Resources identified for generating research activity included college students, who may suggest components of courses; school systems who realize that they can gain knowledge on a practical level through cooperating in research efforts; and teacher centers, such as the one at Glassboro.

Marilyn Hart

"INSERVICE - THE POTENTIAL FOR RESEARCH" (P.M.)

There appears to be an overall acceptance that the potential adaptation of research is dependent on participation in research. That is, if teachers are to recognize and use results of research in the classroom, they must engage in study and experimentation. Teacher Corps Projects, in particular, encourage teacher research, often in collaboration with college faculty.

The college faculty/teacher collaborative model of research, which has its roots in the education movements of the '20s and '30s benefits both parties. This type of effort enables professors to accrue research and writing credentials recognized in higher education circles while maintaining credibility "in the field." Teachers participate in guiding their own destiny while gaining professional status and new skills.

To facilitate field-based collaborative research, college faculty must demystify the process. At this time, teacher interest is impeded by fear of experimental design and statistics. There should be increasing emphasis on ethnomethodology; case studies, journal keeping and the use of introspection. These methods need to be regarded as valid, valuable approaches to studying the change process.

Several issues require negotiation and clarification: the process of collaboration; recognition of faculty field-based research; follow-through to an end-product (report). A major impediment to ethnographic field research is funding, with most sources bound to the traditional experimental design approach.

Basically, it seems critical to recognize that action research is staff development. When viewed from that perspective the implications of teacher commitment seem closely tied to innovation and excellence in education.

Myrna Merron

CONFERENCE EVALUATION

To what extent were the objectives of this conference:

	High				Low
Clear: n=36 r=1-4, x = 1.67	1	2	3	4	5
Appropriate: n=35 r=1-3, x = 1.60	1	2	3	4	5
Achieved: n=35 r=1-3, x = 2.06	1	2	3	4	5

To what extent did this conference yield information that can be realistically applied to inservicing in New Jersey?

Individual Presentations: n=30 r=1-3, x = 1.88	1	2	3	4	5
Small Groups:					
(1) Collaboration: n=19 r=1-4, x = 2.21	1	2	3	4	5
(2) Institutionalizing Inservice: n=17 r=1-5, x =2.06	1	2	3	4	5
(3) Faculty Development: n=14 r=1-5, x = 2.71	1	2	3	4	5
(4) Model for Involvement: n=15 r=1-5, x = 2.47	1	2	3	4	5
(5) Research Potential: n=12 r=1-4, x = 1.75	1	2	3	4	5
Response and Discussion: n=12 r=1-4, x = 2.2	1	2	3	4	5

COMMENTS AND REACTIONS:

Many comments regarding the conference were enthusiastic. The conference was seen as well organized, clear, focused, informative and action oriented. The keynote addresses and small workshops were described as excellent, worthwhile and good. The development of statewide contacts was seen as valuable outcome.

On the negative side, some felt that more attention should have been paid to current inservice activities within the state. There was a suggestion that we are still talking about the problems instead of the resolutions.

PROJECT UPDATE

PROJECT UPDATE is a cooperative effort between the member institutions of the New Jersey Higher Education Council in Special Education and the New Jersey State Department of Education. Project activities are funded through a grant award from the Bureau for the Education of the Handicapped, U.S. Office of Education. The intent of the Project is to maximize the potential for service to the handicapped by encouraging and supporting institutions of higher education in their endeavor to provide programs and services appropriate to the personnel needs identified in the State's Annual Program Plan for Special Education. The activities of Project Update are designed to:

1. Encourage interagency cooperation.

2. Support special education faculty who participate in continuing education programs designed to enhance their skills in delivering needed services.

3. Encourage college faculty to design and implement programs reflective of the personnel needs in the State.

4. Assist college faculty who conduct applied research that is relevant to current needs in the field of special education as identified in the State plan.

5. Disseminate information and provide learning experiences which will result in special education faculty who are more knowledgeable of current trends and issues in special education.

Each academic year, priority areas of study are identified through a needs assessment interview process conducted at institutions of higher education. Goals established by the N.J. State Department of Education are used as guidelines to validate the final selection of priority areas of study. In fulfilling its objectives, Project Update incorporates a variety of inservice formats. These formats include state-wide conferences, study institutes and individually initiated study activities.

- State-wide conference focus on personnel preparation needs and the role of institutions of higher education in attempting to meet those needs.

- Study institutes provide opportunities to pursue extensive, ongoing group exploration in a variety of topical areas.

- Individually initiated study opportunities are available to faculty members pursuing research or developing projects which address personnel needs identified by the State Department.

A New Jersey State Department of Education program funded by the U.S. Office of Education, Bureau of Education for the Handicapped.

Fred G. Burke
N.J. Commissioner of Education

Catherine Havrilesky
Assistant Commissioner
Division of School Programs

Paul R. Winkler
Deputy Assistant Commissioner,
Branch of Special Education and
Pupil Personnel Services

In cooperation with the following institutions of higher education:

Douglass College
Fairleigh Dickinson University
Felician College
Georgian Court College
Glassboro State College
Gloucester County College
Jersey City State College
Kean College of New Jersey
Middlesex County College
Monmouth College
Montclair State College
Rutgers College
Rutgers Graduate School of Applied and Professional Psychology
Rutgers Graduate School of Education
Seton Hall University
Trenton State College
William Paterson College

Project Staff:
William K. Friedel
Project Director

Barbara Nadler, Ed. D.
Project Coordinator

Donald Kalrett
Administrative Doctoral Intern